

EINSTEIN CHARTER, TYPE 1
APPROVED: MARCH 21, 2005 [OPSB]

Mr. Anthony Amato, Superintendent
Orleans Parish School Board
New Orleans Public Schools
PROPOSAL FOR CHARTER SCHOOL APPLICATION
COVER PAGE (I.A)

Name of Proposed Charter School: Albert EINSTEIN CHARTER SCHOOL
Address: 13801 Old Gentilly Road a/k/a The Enterprise Center (NORBP)
City and Zip: New Orleans, LA 70128 Parish: Orleans

<u>Sponsoring Group:</u>		<u>Contact Person:</u>
<u>The Einstein Group, Inc.</u>		<u>Alice S. Midkiff, M.Ed.</u>
<u>(Name)</u>		<u>(Name)</u>
<u>7343 Heather Court</u>		<u>Lead Teacher</u>
<u>(Street Address/P.O. Box)</u>		<u>(Title)</u>
<u>New Orleans, LA 70127-1547</u>	<u>(504) 241-2301</u>	<u>(504) 243-1286</u>
<u>(City, State, Zip Code)</u>	<u>(Phone)</u>	<u>(FAX)</u>
<u>email: alice48@bellsouth.net</u>		

TYPE OF SCHOOL: (X) Type 1: (March 11, 2004) Resubmitted (October 12, 2004)

Type 1: One (1) original bound and one (1) unbound copy of the EINSTEIN CHARTER SCHOOL PROPOSAL were given to Mr. Anthony Amato at the Board Committee of the Whole Meeting on March 11, 2004. On May 12, 2004, District personnel who had evaluated the PROPOSAL reported the results of the charter school evaluation to the Strategic Planning Committee, chaired by Ms. Gail Glapion. Two other Board members, Ms. Una Anderson and Mr. Jimmy Fahrenholtz, were in attendance. It was reported that the EINSTEIN CHARTER SCHOOL PROPOSAL had "passed" the District Criteria by which charter schools are evaluated and exceeded the required 95 points, or 70%, required for approval. At the meeting and upon Ms. Anderson's suggestion, a recommendation was deferred until which time The Einstein Group, Inc. and Area Superintendent Mr. Matthew George could discuss the option of Signature School status rather than Charter School status. Although Signature School status was offered by the District in June 2004, conditions were placed upon The Einstein Group, Inc. that were deemed unacceptable and not in the best interests of the proposed charter school. On July 26, 2004, at the Board Business Meeting, the EINSTEIN CHARTER SCHOOL PROPOSAL was denied approval (See Agenda Excerpt, Section C: CONSENT ITEMS).

OPSB Agenda Excerpt

SECTION C: CONSENT ITEMS

II) EINSTEIN CHARTER SCHOOL

The request for NOPS charter status was received by the Einstein Charter group. It was reviewed by an administrative committee and presented to the Orleans Parish School Board Committee on Strategic Planning in June. The charter plan, including curriculum, operations and facility was analyzed. Both NOPS Charter status and NOPS Signature status were discussed. The major barrier to approval was cost. The group's plan involved the rental of a specific building.

RECOMMENDATION: That the request for NOPS charter status be denied based upon the costs associated with the rental of a specific building. Signature status has been offered to the group, but is blocked by the group's specific requirement to use that particular building.

Upon thorough review, The Einstein Group, Inc. has determined that denial of the EINSTEIN CHARTER SCHOOL is contraindicated by CHAPTER 42, "CHARTER SCHOOL DEMONSTRATION PROGRAMS LAW," of the LOUISIANA REVISED STATUTES, TITLE 17 (R.S. 17) and its provisions, specifically:

R.S. 17: 3982.A.(1)
R.S. 17: 3982.A.(2)
R.S. 17: 3991.H.
R.S. 17: 3993.A.
R.S. 17: 3994.
R.S. 17: 3995.G.

RECOURSE by The Einstein Group, Inc.: REVISION and RESUBMISSION as Type 1

Pursuant to LA R.S. 17: 3983(A.)(4)(e), The Einstein Group, Inc. resubmits the EINSTEIN CHARTER SCHOOL PROPOSAL with the following revisions:

- (a) Projected Enrollment Increase
- (b) Projected Faculty Increase
- (c) Grade Level Designation: Kindergarten – 8th
- (d) Curricular Specialization Includes Mathematics and Science

Projected Enrollment:	FY1: <u>350</u>	FY2: <u>370</u>	FY3: <u>390</u>	FY4: <u>410</u>	FY5: <u>430</u>
Grade Levels:	FY1: <u>K-8</u>	FY2: <u>K-8</u>	FY3: <u>K-8</u>	FY4: <u>K-8</u>	FY5: <u>K-8</u>

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ASSURANCES


(I.B)

As the duly authorized representative of The Einstein Group, Inc., I certify that the school shall comply with all of the following:

1. Be nonsectarian in its programs, admissions policies, and employment practices [17: 3991(C)(iii)(5) and that it shall **not** be supported or affiliated with any religion or religious organization or institution. [17: 3991(E)(1)]
2. Conduct the pupil assessments required by the state board for pupils in other public schools pursuant to R.S. 17: 24.4. [17: 3991(C)(iii)(2)]
3. The criteria set forth in *Brumfield, et al., v. Dodd, et al.*, 425 F. Supp. 528. [17: 3991(C)(iii)(4)]
4. **Not** be the result from the conversion of any private or any home study program, as defined in R.S. 17: 23. [17: 3991(E)(2)]
5. **Not** discriminate among potential employees, employees, or pupils in violation of any state or federal law. [17: 3991(E)(4)]
6. Ensure that at least seventy-five percent of the instructional staff shall be teachers certified by the state board. [17: 3991(C)(6)(a)]
7. **Not** compensate members of the governing or management board other than reimbursement of actual expenses incurred while fulfilling duties as a member of such a board. [17: 3991(A)(1)(b)]
8. Refund all money allocated for the approved charter school to the state should the school fail to open and serve pupils. [17: 3991(H)]
[17: 3995(E)]
9. Not charge any pupil any tuition or an attendance fee of any kind. [17: 3991(E)(3)]
10. Submit all reports required by the state board. [17: 3998(A)(2)]
[17: 3998(D)]
[17: 3991(9)]
[17: 3996(G)]
[17: 3996(H)]
11. Submit any required reports if receiving federal grants. [17: 3998(A)]
[17: 3998(D)]
12. The following laws otherwise applicable to public schools with the same grades:
 - a. School entrance age pursuant to R.S. 17: 222. [17: 3996(B)(1)]
 - b. Corporal punishment and suspension of students pursuant to R.S. 17:223. [17: 3996(B)(2)]
 - c. Expulsion of students pursuant to R.S. 17: 224. [17: 3996(B)(3)]
 - d. Attendance reporting pursuant to R.S. 17: 232 [17: 3996(B)(5)]

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- e. Unauthorized use of electronic communication devices [17: 3996(B)(7)]
 - f. Open meetings pursuant to R.S. 42: 4.1 et seq. [17: 3996(B)(9)]
 - g. Public records pursuant to R.S. 42: 44.1 et seq. [17: 3996(B)(10)]
 - h. Teaching regarding sex pursuant to R.S. 17: 281 [17: 3996(B)(15)]
 - i. Religious liberty of students pursuant to R.S. 17: 2115 et seq. [17: 3996(B)(16)]
 - j. An accountability system required by law of a public school of similar grade or type. [17: 3996(B)(18)]
 - k. Adolescent health initiatives and school health centers. [17: 3996(A)(9)]
 - l. Civil rights and individuals with disabilities. [17: 3996(C)]
13. Any court-ordered desegregation plan in effect for the city or parish school system. [17: 3983(4)(d)]
14. Submit remaining required documents that are pending.



The Einstein Group, Inc. (nonprofit)
Signature of Incorporator

10-12-04

Date



Aline S. Midkiff
Einstein Charter School
Project Director

OCTOBER 12, 2004

Date

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BOARD OF ELEMENTARY AND SECONDARY EDUCATION
Charter Schools Nonsectarian Questionnaire
(I.C)

Proposed Charter School: EINSTEIN CHARTER SCHOOL Parish: ORLEANS
Project Director: Alice S. Midkiff Telephone: (504) 241-2301

PART I

Please answer the following inquiries by placing "X" in the appropriate space:

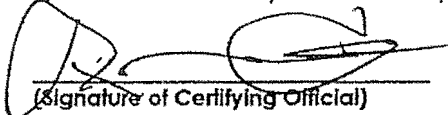
- | | YES | NO |
|--|-----|------|
| 1. Has the applicant school claimed exemption from payment of employment security tax for its employees because of the institution's religious status? | ___ | ___X |

(If the answer to Question 1 is yes, do not respond to the remaining questions; go to Part II.)

- | | | |
|--|-----|------|
| 2. Will the school sponsor religious activities, such as church services? | ___ | ___X |
| 3. Will the school teach religious values? | ___ | ___X |
| 4. Will the school conduct or promote prayers by students or faculty during the school day? | ___ | ___X |
| 5. Will religious symbols be displayed at school? | ___ | ___X |
| 6. Will the school use religious affiliation as a criteria for admission or employment? | ___ | ___X |
| 7. Will the school receive funding from a church or religious organization? | ___ | ___X |
| 8. Will the school profess a religious purpose? | ___ | ___X |
| 9. Will the school conduct, or require attendance in, religion classes or functions? | ___ | ___X |
| 10. Will the school participate in any church functions, such as fundraisers for the church? | ___ | ___X |

Part II

I, Romualdo Gonzalez, certify under penalty of perjury that I have answered the above questions accurately and correctly to the best of my knowledge and belief.


(Signature of Certifying Official)

President
(Title of Certifying Official)

October 12, 2004
(Date)

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II. SUPPORT DOCUMENTS CHECKLIST

REQUIRED SUPPORT DOCUMENTS:	PROVIDED	ABSENT	DATE WILL BE PROVIDED
1. Teacher certificate numbers of 3 members of the chartering group, along with name of current school and district (if applicable)	X		
2. <u>Certification</u> of Incorporation as non-profit organization in State of Louisiana (Type 1) notarized Articles of Incorporation of The Einstein Group, Inc. By Romualdo Gonzalez, Jr. BRADEN, GONZALEZ & ASSOCIATES	X		
3. Federal Employer Identification Number (EIN)	X		
4. Sanitary Inspection Report		X	May 2005
5. Fire Inspection Certificate		X	May 2005
6. By-laws and Articles of Incorporation of the non-profit board of trustees (Type 1)	X		
7. Facility lease agreement or purchase deed (submit upon availability)		X	March 2005
8. Nonsectarian Questionnaire	X		
9. Assurance Page has been signed by duly authorized representative of the non-profit board	X		
10. Evidence of submission to local board and action taken	X		
11. Evidence of background checks		X	July 2005
12. Insurance Documents		X	March 2005
13. Evidence of steps taken to assure compliance with a court ordered desegregation plan, if applicable		NA	
14. School Policy Manual (Within Proposal Narrative, 8. STUDENT REGULATIONS AND DISCIPLINE POLICY	X		

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REQUIRED SUPPORT DOCUMENTS:	PROVIDED	ABSENT	DATE WILL BE PROVIDED
15. Documentation of approvals for conversion per R.S. 17: 3983.C (if applicable)		NA	
16. Listed partnerships/affiliations with private entities, community groups, or institutions of higher learning (projections provided by 6/2005)	X (and)		June 2005
<ul style="list-style-type: none"> (a) New Orleans Regional Business Park (NORBP) (b) New Orleans East Economic Development Foundation (c) Crescent Crown Distributing, LLC (d) Lockheed Martin Space Systems (e) Folger Coffee Company (f) Dr. Tichenor Company (g) Air Products and Chemicals, Inc. (h) US Department of Agriculture (i) Delgado Community College (j) Six Flags New Orleans (k) Liberty Bank and Trust Company 			
17. Extent of credit line <u>approved</u> by Board of Liberty Bank and Trust Company (9820 Lake Forest Boulevard, New Orleans LA 70127) on 3/4/2004 in the amount of \$400,000. Contact: The Honorable Ann D. Duplessis, LA State Senate - District No. 2	X		

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III. PROPOSAL NARRATIVE

I. ROLE, SCOPE, AND MISSION OF SCHOOL

(1.a.) Type of Charter School

The Albert Einstein = mathematics-science c²harter School, hereinafter referred to as "EINSTEIN CHARTER SCHOOL," "EINSTEIN MATHEMATICS-SCIENCE CHARTER SCHOOL," "SCHOOL," and "PROJECT: Albert EINSTEIN MATHEMATICS CHARTER SCHOOL" (CFDA 84.282B) is a proposed **Type 1** (new) charter school, pursuant to R.S. 17: 3973(2)(b)(i).

Pursuant to R.S. 3973(3) and R.S. 3983(2)(a)(i), the **EINSTEIN MATHEMATICS-SCIENCE CHARTER SCHOOL Proposal** is submitted to the Orleans Parish School Board of the New Orleans Public Schools, the authorized public chartering authority and local school board with jurisdiction where the SCHOOL is to be located.

(1.b.) Role of the School

The role of **EINSTEIN CHARTER SCHOOL** is to provide a *grassroots* (bottom-up) model for comprehensive school reform that is based on school-site decision-making by stakeholders. The following components are targeted: (1) Curriculum; (2) Instruction; (3) Governance Structure; (4) Professional Development, and; (5) Parental/Community Involvement.

The program is designed to prepare Kindergarten through 8th grade at-risk students for advanced mathematics and science course placement by achieving the following objectives: (1) Significantly raise at-risk students' academic functioning levels and decrease the achievement gap between disadvantaged and non-disadvantaged peers; (2) Positively impact the public school system as a whole; (3) Increase the accessibility of quality education for all stakeholders, especially those with limited resources; (4) Create professional opportunities for school personnel; (5) Promote stakeholder involvement and responsibility; (6) Develop a framework for local, bottom-up (grassroots) reform; (7) Strengthen educational accountability, and; (8) Provide a framework for experimental analysis, with opportunities for revision and replication.

Rising admission standards and increased academic competition are potential threats to college enrollment for various groups, particularly at-risk students. Additionally, financial assistance is drying up and compounds the dilemma for at-risk students to pursue higher education goals. Current federal figures indicate that more than 28 percent of whites over 25 years old have completed at least four years of college, compared to less than 17 percent of blacks and 11 percent of Hispanics (*The Times-Picayune*, March 30, 2003).

The depletion of students from public schools and a growing attraction to private and parochial alternatives are strong indicators that public education in Louisiana is faltering. No longer do social class and the ability to pay tuition dictate parental choice between private and public education. From 1990 to 2000, when enrollment in all types of elementary and secondary schools increased slightly to 854,438, Louisiana public school enrollment declined.

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Nationally, by 2000, Louisiana went from seventh (14.6%) to first ranking (16.6%) in the number of students enrolled in private education. In 1990, the U.S. average percentage was 9.8 percent. In 2000, the national average was 10.4 percent. In Orleans Parish, the percent of students in private schools, including home-school programs, was 18.1 percent (U.S. Census Bureau, 2000).

The **EINSTEIN CHARTER SCHOOL** program is designed to attract students and their families into public education by increasing equal accessibility through choice. The school will target at-risk elementary students who remain in their current public school environment, and (1) whose academic needs are not being met and/or (2) who may qualify for transference to a more secure public school campus (*The Times-Picayune*, April 20, 2003).

Statewide, disenfranchisement with public education is evident. On October 4, 2003, 60 percent of Louisiana voters gave the State Board of Elementary and Secondary Education (BESE) authority to take over failing public schools. A State law passed during the 2003 Regular Legislative Session provided for the takeover of schools that were determined to have "failed" under the school and district accountability program. Identified as being "academically unacceptable" for at least four years, 14 schools in Orleans Parish met the criteria (LA Department of Education, 3/3/04). Although Amendment No. 4 was not specifically targeted at New Orleans, most of the failing schools were in Orleans Parish, and it was reported then that "16 of the city's public schools could be the first in line for takeover if they do not show improvement this school year and do not present solid turnaround plans to BESE in December" (*The Times-Picayune*, October 6, 2003).

EINSTEIN CHARTER SCHOOL will provide a local, **grassroots** (bottom-up) model for choice in public education. The program will focus on the interdisciplinary nature of the total curriculum and on mathematics-science disciplinary integration to ensure that students learn relevant academic content and meet rigorous achievement standards. It is anticipated that the SCHOOL will attract and involve greater numbers of students, parents, teachers, and community as it establishes itself and becomes recognized as a source of excellence within the local community. Development of the educational program is based on the "prep-to-prep" model, i.e., preparation for college-preparatory high schools.

EINSTEIN CHARTER SCHOOL will prepare at-risk Kindergarten through 8th grade students for continuous academic success and advanced mathematics and science course placement. As a "prep-to-prep" model, at-risk students will receive the necessary preparation and training to select and participate in the rigorous curricula associated with college-preparatory high schools. Students will learn all State-required academic content and meet state achievement standards by mastering Grade Level Expectations (GLEs) through an integrated mathematics-science and interdisciplinary curricula. It is anticipated that the effectiveness of the **EINSTEIN CHARTER SCHOOL** program will result in significant gains in student achievement, attendance, continued enrollment, advanced course placement, and entrance into college-preparatory high schools.

All students, particularly at-risk students, need to develop feelings of personal efficacy associated with being change agents. As such, a community-service learning component will be infused into the curriculum. The academic program is designed to promote the development of attitudes, habits, skills, and reasoning abilities that correlate with academic success and community productivity. It is anticipated that all **EINSTEIN CHARTER SCHOOL**

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stakeholders will increase their resources, albeit measured in time, commitment, or other intangibles, and become highly visible contributors to the local community.

Breaux and Wong (2003) in *New Teacher Induction: How to Train, Support, and Retain New Teachers*, have cited over 200 studies and concluded the importance of the following: (1) Teachers thrive when they feel connected to their schools and their colleagues; teachers want more than a job; they want to contribute to a group and to make a difference; (2) Teachers remain where they feel supported by administrators and have strong bonds of connection to a professional learning community that has high-quality interpersonal relationships founded on trust and respect, and; (3) Administrators, staff developers, and teacher leaders must have the knowledge and skills to direct a results-driven, collaborative culture that is part of every teacher's workday.

EINSTEIN CHARTER SCHOOL will attract teachers into the New Orleans Public Schools District. Substantial innovations in the school's governance structure will provide teachers with unique and challenging experiences for professional development, including collaborative, site-based decision-making and unique leadership opportunities. The SCHOOL will pursue (1) A highly talented and motivated teaching faculty; (2) Teacher development through the pursuit of advanced degrees and National Board Certification, and; (3) Increasing the number of mid-level professionals who engage in fast-track alternative certification through employment at the school.

(1.c.) Scope

EINSTEIN CHARTER SCHOOL will utilize mathematics-science integration and interdisciplinary curricula to prepare elementary and middle grade at-risk students in grades K – 8 for advanced course placement in mathematics and science. Minimally, the program will adhere to rigorous State Content Frameworks and Grade-Level Expectations (GLEs) throughout the total curriculum. The academic program will include other national exemplary models for curriculum design. Integrated and interdisciplinary curricula help students makes connections and understand more advanced concepts earlier (acceleration) and in greater depth (enrichment).

(1.d.) Mission

The mission of **EINSTEIN CHARTER SCHOOL** is to promote academic excellence in teaching and learning through an integrated focus on mathematics and science in interdisciplinary curricula to develop lifelong learning habits among all stakeholders.

2. SPONSORING GROUP (NONPROFIT CORPORATION: THE EINSTEIN GROUP, INC.)

(2.a.) Incentive of the Sponsoring Group (Nonprofit Corporation) and Profile

The **Sponsoring Group** for the **EINSTEIN CHARTER SCHOOL Proposal** is **The Einstein Group, Inc.** **The Einstein Group, Inc.** is the nonprofit corporation that was created to operate **EINSTEIN CHARTER SCHOOL** pursuant to the charter being proposed between itself and the Orleans Parish School Board [R.S. 17: 3983(B)(1)]. The nonprofit corporation is the governing/management board of the SCHOOL.

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The principals of **The Einstein Group, Inc.**, their affiliation(s), and their incentives for governing are as follows:

Mr. Romualdo Gonzalez III (Incorporator/Board President of **The Einstein Group, Inc.**) is a Senior Registered Associate with the Smith Barney New Orleans Branch of Citigroup Global Markets, Inc. Mr. Gonzalez resides in and is employed in Orleans Parish. He received his education in local private institutions and was a National Hispanic Merit Scholarship finalist while a student at Isidore Newman High School in New Orleans. Mr. Gonzalez received a full Mayoral Scholarship to Tulane University and graduated from the A.B. Freeman School of Business with a Bachelor of Science Degree in Management and a concentration in Finance. Mr. Gonzalez has been concerned about the disparate quality between private and public education for some time. He is part of a team that performs in the top 10% nationally of all financial consultants with Smith Barney and manages approximately \$450 million dollars for private clients and institutions. Through various business associations, Mr. Gonzalez has become interested in local public education and its impact on the city. Additionally, through personal contacts, Mr. Gonzalez has been introduced to the concept of choice in education, particularly the charter school movement. He believes that charter schools will significantly improve public education as a whole. Mr. Gonzalez participated in the development of the **EINSTEIN CHARTER SCHOOL Proposal**.

Dr. Jerome Malina is a Diplomate of the National Board of Chiropractic Examiners and is a Louisiana State-licensed chiropractor. Dr. Malina owns and operates Spine Care East, LLC and Spine Care Westbank, LLC in the Greater New Orleans area. Dr. Malina resides in Orleans Parish. He earned a Bachelor of Science Degree from Kent State University in Education and studied abroad for one year, having been selected to initiate the teacher exchange program between Kent State University and Maharaja Sayajirao University in Baroda, India. Dr. Malina taught elementary through secondary students for 8 years in Ohio and Florida before graduating with distinction from Life Chiropractic College in 1989. He has been a chiropractor for the past 15 years. Dr. Malina has maintained an intense interest in local education through his contact with clients and as an employer in the city. He would like to directly impact local education through his affiliation as a board member of The Einstein Group, Inc.

Ms. Karen Mathews is a Louisiana State-certified public school teacher in St. Bernard Parish. Ms. Mathews holds a Type A (# 053092) "Valid for Life" Teaching Certificate and has 24 years of teaching experience. She earned a Master of Science in Teaching (M.S.T.) Degree Plus 30 Graduate Hours (M.S.T. +30) from Loyola University New Orleans. Ms. Mathews is currently a secondary public school teacher at Chalmette High School and has also taught and held administrative positions in the parochial sector in adjacent St. Tammany Parish. As a doctoral student at the University of New Orleans, she has maintained a keen interest in public education at national and state levels and views her involvement in The Einstein Group, Inc. as an opportunity to broaden her perspective, particularly regarding viable educational alternatives and choice. Ms. Mathews' participation as a governing board member of The Einstein Group, Inc. additionally satisfies Louisiana Charter School Law which requires the inclusion of a minimum of three current, State-certified teachers as charter school sponsors. She holds the following endorsements on her Teaching Certificate: Principal (Grades: K-12); Secondary School Principal (Grades 6-12); Earth Science (Grades 6-12); General Science (Grades 6-12), and; Vocational Home Economics (Grades 6-12). Ms. Mathews' science background and professional training, as well as her administrative expertise are expected to contribute strength to the school and to board functioning. Pursuant to [R.S. 17:3991.A.(1)(c)(i)] and signed into law 06/2003, which prohibits a charter school from employing any member of the governing or management board of such school, as a board

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member and teacher, Ms. Karen Mathews is not a school employee of Einstein Charter School.

Mr. Daniel Midkiff is a Louisiana State-certified public school teacher in Orleans Parish. He is a secondary school teacher at Marion Abramson High School in New Orleans East. Mr. Midkiff holds a Type A (#039137) "Valid for Life" Teaching Certificate and has 30 years of teaching experience. He earned a Master of Education Degree from Southeastern Louisiana University. Mr. Midkiff has taught both regular and Special Education students at middle and secondary levels throughout his career. He has coached a variety of sports during this time. He holds State certification in the following areas: Health (Grades K-12); Principal (Grades K-12); Parish or City School Supervisor of Instruction (Grades 1-12); Mentally Retarded, and; Physical Education (Grades K-12). His participation as a current, State-certified teacher and member of The Einstein Group, Inc. additionally satisfies Louisiana Charter School Law for teacher inclusion as part of the sponsoring group for the charter. Pursuant to [R.S. 17:3991.A.(1)(c)(i)] and signed into law 06/2003, which prohibits a charter school from employing any member of the governing or management board of such school, as a board member and teacher, Mr. Daniel Midkiff is not a school employee of Einstein Charter School. Mr. Midkiff's extensive professional experience in the New Orleans Public Schools and knowledge of curriculum is expected to be beneficial to the school's total operation and its systemic reform efforts.

Ms. Pennie Senn is a Louisiana State-certified public school teacher in Orleans Parish. She is a primary school teacher at Sherwood Forest Elementary School in New Orleans East. Ms. Senn holds a Type A (#035847) "Valid for Life" Teaching Certificate and has 33 years of teaching experience. Ms. Senn earned a Master of Education Degree Plus 30 Graduate Hours (M.Ed. +30) from the University of New Orleans. She has the following endorsements on her Teaching Certificate: Principal (Grades K-12); Parish or City School Supervisor of Instruction (Grades 1-12); Kindergarten (Grade K), and; Elementary Grades (Grades 1-8). Ms. Senn's extensive teaching experience in the New Orleans Public Schools provides the board with invaluable knowledge regarding curriculum content, teacher training, and school operations. She is recognized as an expert teacher in her field and has spearheaded numerous programs to mentor fellow teachers and improve programming for students. Ms. Senn's participation as a governing board member of The Einstein Group, Inc. additionally satisfies Louisiana Charter School Law which requires the inclusion of a minimum of three current, State-certified teachers as charter school sponsors. Pursuant to [R.S. 17: 3991.A.(1)(c)(i)] and signed into law 06/2003, which prohibits a charter school from employing any member of the governing or management board of such school, as a board member and teacher, Ms. Pennie Senn is not a school employee of Einstein Charter School.

(2.b.) Inclusion of Certified Teachers in the Nonprofit Corporation (Sponsoring Group)

Pursuant to R.S. 17: 3983 (A.)(1)(a), **The Einstein Group, Inc.** includes a group of three teachers who hold valid and current Louisiana teaching certificates:

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<u>Alphabetical Listing</u>	<u>Certificate No.</u>	<u>School/Employment Affiliation</u>
Karen Mathews, B.S., M.S.T.(+30)	A.053092 (Life)	Chalmette High School St. Bernard Parish
Daniel Midkiff, B.S., M.Ed.	A.039137 (Life)	Abramson High School Orleans Parish
Pennie Senn, B.A., M.Ed.(+30)	A.035847 (Life)	Sherwood Forest Elementary Orleans Parish

(2.c.) Incentive of the Leadership Team (Founding Faculty and School Employees)

The **Leadership Team** of **EINSTEIN CHARTER SCHOOL** is composed of seven teachers who hold valid and current Louisiana teaching certificates. They are **EINSTEIN CHARTER SCHOOL** employees. Four of the seven teachers are Louisiana graduates of teacher education programs in New Orleans. The remaining three teachers are out-of-state graduates. **Leadership Team** educators have a deep personal commitment to educating at-risk children. They see the development of the school as a legacy to Orleans Parish and a means of improving the individual, community society, and the professional education field. The **Leadership Team** believes that at-risk students require the best academic preparation available if they are to become successful learners with future goals.

Stricter admission requirements are planned for Louisiana universities and colleges by 2005, and educational experts agree that students and parents should focus on college readiness much sooner. "Middle school is when students make choices that have a direct impact on their ability to attend and do well in college" (Clausen, in *The Times-Picayune*, April 14, 2003). The **Leadership Team** recognizes the value of early academic direction, wise decision-making, and goal setting on at-risk students' ability to stay in school and continue their education. Students must be prepared to meet the selective criteria for admission into college-preparatory high schools.

The **Leadership Team** believes that the concept of educational choice must be expanded. The group endorses charter schools as a viable educational choice for parents and students, particularly at-risk students who are the intended beneficiaries of State Charter School Law. The **Leadership Team** perceives the State Charter School Law to be a catalyst for positive academic change for all stakeholders to combine their abilities, talents and motivation to improve learning opportunities for all students.

The **EINSTEIN CHARTER SCHOOL Leadership Team** recognizes the importance of all stakeholders in systemic educational reform efforts. The school's primary focus is to substantially improve student achievement and close the achievement gap between disadvantaged, minority students and non-minority peers. The **Leadership Team** believes that individuals can reach their highest potential through quality educational experiences maintained throughout life. They further believe that, to whatever degree an individual possesses particular abilities and talents, strengths must be discovered and nurtured for an individual to persist in learning endeavors. The group additionally believes that, without proper educational opportunity, individual ability, talent, and motivation will become dormant, and may cease to consciously exist for the individual. The **Leadership Team**

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endorses an open-admissions policy that is designed to be inclusive and non-competitive, rather than exclusive and dependent on prior academic performance. The program is designed to promote academic excellence, reduce minority and poverty isolationism, and decrease the achievement gap between disadvantaged and non-disadvantaged students.

(2.d.) Leadership Team Credentials and NOPS Employment Affiliations

<u>Alphabetical Listing</u>	<u>Certificate No.</u>	<u>School/Employment Affiliation</u>
Kotch Bergman, B.S.	B. 078483 (Life)	Franklin & Behrman Elementary School Numeracy Coach (Success for All) NOPS/Orleans Parish
Mary Lee Foley, B.A., M.S.T.	A. 055070 (Life)	NOCCA Academy; Woodson Middle; Crocker Elementary; Edwards Elementary Itinerant Gifted Resource Teacher NOPS/Orleans Parish
Alice Midkiff, B.A., M.Ed. (+30)	A.038156 (Life)	Franklin Elementary Gifted Resource Teacher NOPS/Orleans Parish
Ronald Midkiff, B.A., M.S.T.	A. 055084 (Life)	Franklin Elementary Gifted Resource Teacher NOPS/Orleans Parish
Michelle Posey, B.A., Alternative Teacher Education Program	C.166156	Belle Chasse Middle School Regular Education Teacher (Gr. 7) Plaquemines Parish
Janis Rice, B.S., M.A.	A. 054861 (Life)	Belle Chasse High School Gifted Resource Teacher Plaquemines Parish
Dale Ann Royster, B.S., M.A.	A. 045718 (Life)	Behrman Elementary Regular Education Teacher (Gr. 4) NOPS/Orleans Parish

(2.e.) Leadership Team Profile

Five **Leadership Team** members are current New Orleans Public School employees and will be employed by **The Einstein Group, Inc.** at **EINSTEIN CHARTER SCHOOL**. Prior to the 2004-2005 school year, all 7 team members were Orleans Parish employees. The group has worked together as a team an average of 7.5 years. Three Leadership Team educators were among

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the original 5 writers of the initial 1998 City Wide Access School (CWAS - magnet) Proposal for Franklin Elementary that was reviewed by the NOPS Office of Compliance and the U.S. Office for Civil Rights, with subsequent adoption by the Orleans Parish School Board. One Leadership Team educator, currently teaching at Franklin Elementary, is part of the original Founding Faculty of Franklin Elementary School that opened in 1989.

The team's combined Louisiana certifications include regular education, special education (including assessment), administration, and specialized curricular areas from elementary through high school. The range of professional teaching experience is 3 - 27 years. Mean years of teaching experience for the group is 16.7. Median years of teaching experience is 20. Generally, the group represents highly experienced, veteran teachers. The team's combined professional background reveals teaching experience from pre-kindergarten through college.

Three of the 7 teachers have chaired the Student Assistance Team (SAT) from 4-8 years and have practical knowledge of its direction and functions, as well as the development of 504 Accommodation Plans. Two of the 7 teachers have chaired the Curriculum Council at Franklin Elementary for over 5 years, and one has facilitated the incorporation of CWAS (City Wide Access School) specialized curricular requirements into the school's academic plan, as well as coordinating the development of the School Improvement Plan (SIP). One member has been the Ranking Teacher at Franklin Elementary for 11 of the school's 14 years, has qualified for the NOPS Administrative Registry, and has directed school admissions for the past 12 years. Two members have served in the capacity of testing coordinator, i. e., one each for State/District and one for CWAS. The CWAS testing coordinator is a certified Educational Diagnostician. Over half of the educators have made local and/or national presentations, participate in professional educational organizations, developed grants, and/or received awards for teaching accomplishments. Four team members are state-trained assessors and mentors for the Louisiana Teacher Assistance and Assessment Program (LaTAAP) for new teachers. Four members are InTech trained and have received specialized computer equipment for use in their classrooms as a result of their participation.

During the 2002-03 school year, the final year during which all the Leadership Team teachers were based at the same school, the group represented 43% (7 of 16) of the home-based school personnel. They were included in a school faculty that represented a 70% level of Master Degree teachers compared to a State average of 40%. Over half of the Leadership Team members (5 of 7), or 71%, hold Masters Degrees. Two members of the group are currently pursuing Master of Education Degrees. One advanced degree member is currently pursuing National Board Certification, and an additional member has qualified to participate in the program.

Team experience, school-site leadership, local educational and community knowledge, and professional expertise provide the Leadership Team with enormous insight into the practicalities of running a school and designing a distinctive program from the bottom up, hence, adoption of the **grassroots** reform model. The group's teaching reputation has contributed greatly to the show of parental and community support for the proposed school.

The **EINSTEIN CHARTER SCHOOL Leadership Team** is multiethnic. Their combined professional experience extends across a variety of academic settings and economic levels. All **Leadership Team** members are highly committed to equity and excellence in public

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education. They have continued to work toward that goal by their continued employment in public systems.

(2.f) Qualifications of the Lead Teacher (Project Director)

The qualifications, including the relevant training and experience of the **Lead Teacher/Project Director: PROJECT: Albert EINSTEIN MATHEMATICS CHARTER SCHOOL (Federal grant application)** are as follows: (1) Is a State-certified educator who has taught in public schools for 27 years; (2) Holds an advanced degree in education; (3) Has completed all coursework for a Ph.D. in education, with a major in Curriculum and Instruction and a minor in Special Education from a State-accredited public university; (4) Holds numerous certificate endorsements in regular education, special education, administration/supervision at district and State levels, and educational assessment; (5) Is State certified to evaluate and mentor teachers for the evaluation and certification program (i.e., LATaap – Louisiana Teachers Assistance and Assessment Program); (6) Extensive teaching experience extending throughout regular education at the elementary level and at post-secondary levels in State vocational-technical/junior college and State university systems; (7) Has taught public school students throughout all special education classifications from low functioning to academically advanced; (8) Was LATaap team coordinator and expert teacher for 30 novice teachers; (9) Has functioned as the admissions director and test coordinator for the past 15 years at a District magnet school, and ; (10) Has functioned as the ranking teacher in a District magnet school for the past 14 years.

(2.g.) Clarifications

(2.g.1.) Differentiation between The Einstein Group, Inc. and the Leadership Team

The Einstein Group, Inc. is the governing/management board of **EINSTEIN CHARTER SCHOOL**. **The Einstein Group, Inc.** is the nonprofit corporation that proposes the **EINSTEIN SCHOOL Charter** to the authorized local public chartering agency, identified in documents as the Orleans Parish School Board. **The Einstein Group, Inc.** holds complete and exclusive control over all decisions regarding employment, personnel assignment, responsibilities, and conduct of employees hired to work at, or be employed at **EINSTEIN CHARTER SCHOOL**.

The Leadership Team is the **school-site** governance unit of **EINSTEIN CHARTER SCHOOL**. Leadership Team members are **EINSTEIN CHARTER SCHOOL** employees of **The Einstein Group, Inc.** The Leadership Team is composed of seven Louisiana State-certified teachers who initially developed and wrote the **EINSTEIN CHARTER SCHOOL PROPOSAL**. The seven teachers are identified in the **EINSTEIN CHARTER SCHOOL Proposal** as the FOUNDING FACULTY.

State-certified teachers who constitute the **Leadership Team** (1) Are NOT members of the governing or management board identified as **The Einstein Group, Inc.**, pursuant to [R.S. 17:3991.A.(1)(c)(i)] and signed into law 06/2003, which prohibits a charter school from employing any member of the governing or management board of such school and (2) Are employed by **The Einstein Group, Inc.** as full-time teachers at the school and receive compensation for their certificated roles as teachers at the school. **Leadership Team** members' pay scale is based on (NOPS) District hourly rates for certificated teaching personnel according to the New Orleans Public School District Teacher Salary Schedule.

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(2.g.2) Incorporation Status

Before (1) any contract is entered into legally obligating **The Einstein Group, Inc.** and/or the **EINSTEIN CHARTER SCHOOL**, and/or (2) any other enforceable obligation is undertaken in furtherance of establishing the **SCHOOL**, and/or (3) any pupil is registered in the **SCHOOL**, it is resolved that **The Einstein Group, Inc.** is incorporated as a nonprofit corporation under the laws of the State of Louisiana, pursuant to R.S. 17: 3983(A)(1)(a).

Consistent with the provisions of R.S. 17: 3991(2), **The Einstein Group, Inc.** and **SCHOOL** employees may exercise any power and perform any function necessary, requisite, or proper for the management of the **SCHOOL** not denied by its charter, the provisions of CHAPTER 42. CHARTER SCHOOL DEMONSTRATION PROGRAMS LAW, or other laws applicable to the charter school.

3. FULFILLMENT OF PURPOSES OF THE LAW

(3.a.) Access to Quality Education

Educational reform at **EINSTEIN CHARTER SCHOOL** is based upon a **grassroots** (bottom-up) systemic model that involves interactive restructuring among five components: 1) Curriculum; (2) Instruction; (3) Governance Structure; (4) Professional Development, and; (5) Parental/Community Involvement. School objectives are to: (1) Significantly raise at-risk students' academic functioning levels and decrease the achievement gap between disadvantaged and non-disadvantaged peers; (2) Improve pupil learning and , in general, the public school system as a whole; (3) Increase the accessibility of quality education for all stakeholders, particularly those with limited resources; (4) Create professional opportunities for school personnel; (5) Encourage the use of different and innovative teaching methods and governance structures; (6) Promote stakeholder involvement and responsibility; (7) Develop a framework for local, bottom-up (grassroots) reform; (8) Strengthen educational accountability, and; (9) Provide a framework for experimental analysis, with opportunities for revision and replication.

The ambillousness of the objectives for the charter school will be evaluated according to the extent to which students' academic functioning levels are increased as follows: (1) Gains between pre- and post-test standardized assessments (within student and same school year); (2) Gains between pre- and post-test standardized assessments (within student and successive school year(s)); (3) Gains in overall academic achievement levels that indicate reductions in the achievement gap between at-risk students and non-disadvantaged peers; (4) Gains in academic achievement levels between at-risk charter school students and comparable public school students (state and national norms), and; (5) Gains in mathematics and science achievement for at-risk students, measured by all of the above indicators.

Projected academic achievement gains will demonstrate Improved learning opportunities and additional viable options for educational choice for stakeholders with limited resources and will benefit the public school system as a whole by improving at-risk students' academic functioning levels.

The proposed **grassroots** reform model of **EINSTEIN CHARTER SCHOOL** utilizes a bottom-up approach and site-based decision-making to promote stakeholder involvement. All components of school functioning, i.e., curriculum, instruction, governance, professional development, and parent/community involvement, are targeted for restructuring, including

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but not limited to developing professional opportunities for teachers, increasing teachers' participation in school governance, the use of science-based (NCLB) teaching methodology, and opportunities for educational innovation. Academic success will depend on the degree of synchronicity, harmony, and balance among the reform components and demonstration of the model's effectiveness by meeting stated performance goals, and will not only provide a framework for reform with opportunities for analytical research, program revision, and replication, but will enhance educational accountability for all stakeholders.

The likelihood that **EINSTEIN CHARTER SCHOOL** will meet its objectives and improve educational results for students is based on the following: (1) The reform effort is comprehensive and affects all school structures; (2) The democratic orientation of the grassroots reform model is responsible for generating what have become the curriculum establishments' two most highly regarded axioms: (a) That a curriculum can be successfully implemented only if the teachers have been intimately involved in the construction and development processes, and (b) All stakeholders, including professional personnel, students, parents, and community members, must be included in the process (Smith, Stanley, & Shores, 1957); (3) The model promotes flexibility, adaptability, and reduced response time for adjustments and modifications; (4) The model promotes stakeholder participation through site-based decision-making throughout all reform components and encourages teamwork; (5) The model reduces bureaucratic constraints; (6) Decision-making at the level of impact tends to be more efficient; (7) The model increases stakeholder responsibility through goal sharing, group problem solving, and evaluation efforts; (8) The model improves stakeholder competence and feelings of efficacy through more and supported opportunities to make decisions that impact students and the total school; (9) The model ensures stakeholder commitment and precludes the need for special implementation procedures usually demanded by pre-packaged programs that rely on top-down, line-staff administrative procedures with prepared philosophical statements and objectives; (10) Curriculum integration promotes accelerated learning because it is based on the logical organization of the discipline, particularly in mathematics and science, and emphasizes teaching based on the interconnectedness among concepts; (11) Interdisciplinary (or cross-curricular) approaches to curriculum development and instruction promote accelerated learning by emphasizing relationships across all disciplines; (12) Integrated and interdisciplinary curricula and instruction provide increased opportunities to develop students' higher-order thinking skills; (13) Accelerated learning opportunities will improve students' academic functioning levels and provide preparation for enrollment in advanced courses prior to high school; (14) The extended school day provides students with greater opportunity to learn (OTL), a variable that is highly correlated with raising academic achievement levels and subsequent advanced-course participation; (15) The organization of the daily schedule promotes team collaboration, collegial mentoring, and job-embedded professional development opportunities for teachers; (16) Based on staffing projections, the low student-to-teacher ratio (11:1) will promote optimal conditions for teaching and learning; (17) Curricular focus on mathematics and science supports integrated and interdisciplinary curricula, academic rigor, program innovation, increased OTL, and preparation for advanced course placement in anticipation of at-risk students' entrance into college-preparatory high schools, and; (18) The school Leadership Team, composed of 8 Louisiana State-certified, experienced public school teachers (six, currently teaching in the New Orleans Public Schools), will be the on-site governance unit and core group who will provide the experience, support, structure, and knowledge for the successful continuation of the school.

The extent to which EINSTEIN CHARTER SCHOOL encourages stakeholder involvement is based on the following: (1) The basis for parental involvement is the choice to apply for admission; (2) All Orleans Parish residents are eligible to apply for the appropriate grade level (i.e., Kindergarten through 8th grade); (3) All community members are stakeholders;

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4) Stakeholder involvement, commitment, and participation are supported by the school's **grassroots reform model**; (5) **Stakeholder decision-making** has personal and school-wide impact across all areas of school functioning, e.g., curriculum, instruction, budgeting, etc.; (6) Educational programs include **parental and community enrollment and leadership opportunities**; (7) **Academic guidance** is provided to support parental decision-making, including but not limited to decisions about course options, electives, programming, and admission opportunities (following 8th grade); (9) The model supports parental communication in a **supportive school environment** and face-to-face contact, and; (10) The model promotes a **small-school, personal environment**.

The extent to which The Einstein Group, Inc. encourages applications for employment from persons who are members of underrepresented groups is based on the following criteria: (1) The composition of the founding Leadership Team, composed of 8 teacher employees at the school, represents equitable access to leadership roles at the school; (2) All school employment notices for faculty and staff will be publicized through city-wide newspapers, university publications, neighborhood associations, District bulletins and website, the **EINSTEIN CHARTER SCHOOL** (in development) website, local radio and public broadcast stations; (3) All school advertisements and employment notices, in oral or written format, will be in compliance with all State and Federal rules, regulations, and prohibitions; (4) Recruitment for school faculty and staff will be conducted city-wide, including but not limited to professional advertising campaigns, governmental affiliations, personal and professional contacts, town meetings, neighborhood groups, public facilities, private and public universities, and; (5) Recruitment for school faculty and staff will utilize total stakeholder involvement, including but not limited to stakeholder participation in open houses, fairs, town meetings, open board meetings, faith-based initiatives, etc.

The contribution that EINSTEIN CHARTER SCHOOL will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards is based on the following criteria: (1) The school's Integrated and interdisciplinary curricula utilize the Louisiana State Content Framework (Standards), GLEs (Grade Level Expectations), national disciplinary standards (e.g., National Council of Teachers of Mathematics, National Science Teachers Association, International Technology Education Association), exemplary models and State and national assessment criteria; (2) Integrated and interdisciplinary curricula, developed within State and national perspectives, promotes coherence, relevancy, and the teaching of meaningful content and processes throughout the grades; (3) Integrated and interdisciplinary curricula promote the development of higher-order thinking skills, critical and creative thinking skills, and an understanding of connections and interrelationships; (4) **Grassroots** curriculum design perceives curriculum as evolving and responsive rather than static and fixed; (5) The **grassroots** curriculum design model promotes curricular and instructional differentiation (content, process, environment, and product) that is student-and-school specific and considers stakeholder expectations and needs; (6) A **curricular focus** on mathematics and science ensures greater opportunity for students to learn (OTL) relevant content and processes in these disciplines and academically prepares them for advanced course placement after 8th grade; (7) The **grassroots** model is school-and-stakeholder specific and does not rely on top-down directives; (8) The daily school schedule provides extended instruction and learning time, including but not limited to enrichment, acceleration, community involvement, mentoring, clubs, special interest areas, vocational-technical training, technology, professional accessibility, role models and valid audiences in mathematics and science, as well as real-world applications; (9) The on-site governance structure of the school Leadership Team combines the professional experience and knowledge of a core group of State-certified teachers and promotes continuity,

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commitment and stakeholder involvement; (10) The project's Leadership-Team concept dissipates reliance on one individual to run the school and strengthens the concept of teamwork and stakeholder responsibility; (11) The daily school schedule promotes team collaboration, collegial mentoring, and job-embedded professional development opportunities for teachers, and; (12) Teachers' professional development will be enhanced through personal and individualized assistance with advanced degree programs and certification requirements, including but not limited to alternative teacher certification and the pursuit of advanced degrees.

(3.b.) Compliance

EINSTEIN CHARTER SCHOOL is not affiliated with any existing public school or with any existing public school that would otherwise be closed. [17:3972(B)(2)]

EINSTEIN CHARTER SCHOOL will not be operated as a nonpublic school or home study program. [17:3991(E)(2); 17:3972(B)(3)]

EINSTEIN CHARTER SCHOOL will not be supported or affiliated with any religion or religious organization or institution. [17:3991(E)(1)]

4. DEMOGRAPHICS

(4.a.) Grade Levels

EINSTEIN CHARTER SCHOOL will enroll students in Kindergarten through 8th grade, equivalent to the ages of 5 through 13 years age.

(4.b.) Enrollment Distribution and Projection

Fifteen (minimum) to twenty (maximum) (15-20) K – 2nd grade students will be assigned to each class per grade level in the "Primary Cluster."

Twenty (minimum) to twenty-five (maximum) (20-25) students will be assigned to each class per grade level in the "Elementary Cluster" and "Middle School Cluster" as follows:

PRIMARY CLUSTER LEVEL

(Grades K, 1, 2)

	FY 1:	FY 2:	FY 3:	FY 4:	FY 5:
Grade K:	2 x 15/20 T = 30/40	2 x 15/20 T = 30/40	2 x 15/20 T = 30/40	2 x 15/20 T = 30/40	2 x 15/20 T = 30/40
Grade 1:	2 x 15/20 T = 30/40	2 x 15/20 T = 30/40	2 x 15/20 T = 30/40	2 x 15/20 T = 30/40	2 x 15/20 T = 30/40
Grade 2:	2 x 15/20 T = 30/40	2 x 15/20 T = 30/40	2 x 15/20 T = 30/40	2 x 15/20 T = 30/40	2 x 15/20 T = 30/40
TOTAL: (K, 1, 2)	T = 90/120	T = 90/120	T = 90/120	T = 90/120	T = 90/120

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ELEMENTARY CLUSTER LEVEL

(Grades 3, 4, 5)

Note: The number of classes will increase by one beginning with 3rd grade for FY 1. The addition of one class at third grade will be realized the following year in 4th grade in FY 2 and will continue thereafter until there are three classes per grade level.

	FY 1:	FY 2:	FY 3:	FY 4:	FY 5:
Grade 3:	3 x 20/25 T = 60/75	3 x 20/25 T = 60/75	3 x 20/25 T = 60/75	3 x 20/25 T = 60/75	3 x 20/25 T = 60/75
Grade 4:	2 x 20/25 T = 40/50	3 x 20/25 T = 60/75	3 x 20/25 T = 60/75	3 x 20/25 T = 60/75	3 x 20/25 T = 60/75
Grade 5:	2 x 20/25 T = 40/50	2 x 20/25 T = 40/50	3 x 20/25 T = 60/75	3 x 20/25 T = 60/75	3 x 20/25 T = 60/75
TOTAL: (3, 4, 5)	T = 140/175	T = 160/200	T = 180/225	T = 180/225	T = 180/225

MIDDLE SCHOOL CLUSTER LEVEL

(Grades 6, 7, 8)

	FY 1:	FY 2:	FY 3:	FY 4:	FY 5:
Grade 6:	2 x 20/25 T = 40/50	2 x 20/25 T = 40/50	2 x 20/25 T = 40/50	3 x 20/25 T = 60/75	3 x 20/25 T = 60/75
Grade 7:	2 x 20/25 T = 40/50	2 x 20/25 T = 40/50	2 x 20/25 T = 40/50	2 x 20/25 T = 40/50	3 x 20/25 T = 60/75
Grade 8:	2 x 20/25 T = 40/50	2 x 20/25 T = 40/50	2 x 20/25 T = 40/50	2 x 20/25 T = 40/50	2 x 20/25 T = 40/50
TOTAL: (6, 7, 8)	T = 120/150	T = 120/150	T = 120/150	T = 140/175	T = 160/200

	FY 1:	FY 2:	FY 3:	FY 4:	FY 5:
TOTAL: (K, 1, 2)	T = 90/120	T = 90/120	T = 90/120	T = 90/120	T = 90/120
TOTAL: (3, 4, 5)	T = 140/175	T = 160/200	T = 180/225	T = 180/225	T = 180/225
TOTAL: (6, 7, 8)	T = 120/150	T = 120/150	T = 120/150	T = 140/175	T = 160/200
SCHOOL TOTAL (K – 8)	T = 350/445	T = 370/475	T = 390/495	T = 410/520	T = 430/545

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(4.c.) Description of Area of Residence (See also (7.a.) Attendance Area in 7. ADMISSIONS)

EINSTEIN CHARTER SCHOOL is a proposed Type 1 school. The authorized public chartering authority is the Orleans Parish School Board. The school will be located in the New Orleans Public School District. All resident Orleans Parish students are eligible to enroll in the school for Kindergarten through 8th grade. District students who are currently enrolled in academically unacceptable schools and/or those who are in unsafe school settings (NCLB) are targeted for enrollment.

EINSTEIN CHARTER SCHOOL uses an open-admissions policy. The school does not rely on test data, grades, attendance, or conduct, either singularly or in combination with other criteria, for admission decisions. Admission to the school is non-discriminatory. All applicants who apply are eligible. Eligible students are placed in the school lottery by grade level. A lottery is used to establish the order in which eligible students fill vacant seats when the number of eligible students exceeds school capacity by grade. The resultant lottery list is based on the order in which students' names are pulled. Students' names will be pulled until the pool is exhausted.

(4.d.) Percentage of At-risk Students

State Department of Education data indicates that the *at-risk* percentage for the New Orleans Public Schools is 78.15% (October 2003 LEA-Level Student Data, *Multiple Statistics for Total Reported Public School Students* p.3). The percentage of minority students enrolled in Orleans Parish is 96.42%.

Pursuant to R.S. 17: 3973(1) and R.S. 17: 3991(B)(1)(a)(i), the school's at-risk enrollment will reflect the District percentage. The school will seek to maintain at-risk enrollment within the 75% - 85% range.

The average percentage of at-risk students for charter schools in **Service Region 1** (which includes Orleans, Jefferson, St. Bernard, and Plaquemines Parishes) is 57.40%.

The at-risk percentage parameter for the SCHOOL will remain fixed during the term of the approved charter at the existing percentage during the school year of approval. [17:3991(B)(1)(a)(i)].

(4.e.) Unique Characteristics of Student Body

EINSTEIN CHARTER SCHOOL is committed to reducing the academic, social and cultural gaps between at-risk students and non-risk students. Participation among all eligible students in New Orleans will be encouraged and will be particularly attractive to parents who seek rigorous academic preparation for their children. Publicity efforts will be expansive and will include African-American, Hispanic, Asian, Caucasian, Haitian, American Indian, and Vietnamese students.

5. EDUCATIONAL PROGRAM

(5.a.) Overview

The **EINSTEIN CHARTER SCHOOL** educational program is based on the interdisciplinary relationship of all curricular areas. Mathematics and science will be taught as integrated disciplines. The curriculum will encompass all State-mandated curricular and pupil progression requirements, State Content Standards and Benchmarks (*Louisiana Framework – Content Strands*), State GLEs – Grade Level Expectations), national standards, and exemplary models in its **grassroots** (bottom-up) model of curriculum design.

The curricular focus on mathematics and science and the development of integrated and interdisciplinary curricula are designed to ensure that students meet challenging State student performance standards by (1) creating a distinctive, total mathematics-science school environment; (2) demonstrating the interconnections within the mathematics and science disciplines (integrated); (3) demonstrating the interrelationship of mathematics and science to the total curriculum (interdisciplinary); (4) providing greater emphasis on logical, mathematical and scientific reasoning throughout the school day; (6) developing an understanding of the relevance of mathematics and science in daily life, school, home and work settings, and; (7) creating an awareness of the variety of professional opportunities in the mathematical and scientific fields.

Teaching mathematics and science as integrated disciplines offers an approach to teaching and learning that is vastly different from the traditional compartmentalization that is commonly found in elementary U.S. classrooms. The programmatic design reverses the traditional educational paradigm and emphasizes disciplinary content and curricular interconnectedness earlier and in greater depth.

Curriculum integration in U.S. elementary and middle schools is unique. Most integrated curricular models, including those that are NSF-funded, are utilized at the secondary level and are producing favorable results in mathematics and science achievement and success on high-stakes assessments. Leaders in mathematics and science support disciplinary integration because it promotes curricular coherency and comprehensiveness by teaching that is based upon logical organization, connections, and relationships. The process also requires teachers to become problem-solvers and decision-makers.

EINSTEIN CHARTER SCHOOL will enroll students in Grades Kindergarten through 8, equivalent to the ages of 5 through 13 years of age. The minimum and maximum number of students per class will be 15-20 for the primary grades, and 20-25 for the elementary and middle grades. From Year 1 through Year 5, the total number of students will proceed as follows: (FY1 = 350-445); (FY2 = 370-475); (FY3 = 390-495); (FY4 = 410-520) and; (FY5 = 430-545). The distribution of students will be organized into three clusters: Primary (Grades K, 1, 2); Elementary (Grades 3, 4, 5), and; Middle (Grades 6, 7, 8).

EINSTEIN CHARTER SCHOOL'S comprehensive reform plan relies on the **grassroots (bottom-up)** curriculum development model and is characterized by the following: (1) Initiated by teachers in an individual school; (2) Employs democratic group methods of decision making, and; (3) Is geared to the particular curriculum concerns, focus, problems, etc. of a particular school/classrooms (Zais, 1976).

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At-Risk Factors and Program Implications: A number of factors have been found to significantly affect at-risk students' motivation and academic achievement levels. These factors have programmatic implications and have been incorporated into the school's educational program.

At-risk, minority students generally have positive attitudes toward mathematics and science beginning in the early grades and developing through seventh grade, however, positive attitudes alone frequently do not result in high academic achievement in these disciplines. Students will participate in a coherent and rigorous academic program through integrated curricula and will be continually involved in challenging, meaningful activities related to the real world.

Successful students, particularly in mathematics and science, have developed the ability to persist. Students will be encouraged by feedback and guidance to persevere as they work their way through appropriately challenging problems and situations. Students will be encouraged to take risks and make decisions, and they will receive constructive feedback, helping them to recognize the relationship between their decisions and their actions. Teachers will receive training in identifying the key elements of risk-taking and persistence in the academic setting and in designing strategies to develop these characteristics in students.

At-risk students may stereotype mathematics and science ability as belonging to particular ethnic groups or to gender difference. Varied role models will help counteract race and gender stereotyping. The historical and contemporary accomplishments of minorities in mathematics and science will be systematically included in the curriculum. The teaching of Academic Games, specifically "Propaganda," will be used to identify the use of stereotyping in media, instructional, and advertising materials. Multicultural audiovisual programs will be used to provide students with information about mathematics and science concepts and careers in the classroom and at home to counter stereotypic images.

At-risk students are less likely to understand how the study of mathematics and science is applicable to everyday life, as well as valuable to future schooling and employment. The relationship between students' present actions and future career options will be used for guidance and counseling with students and parents. People who use mathematics and science in the workplace will be included as resource persons and will help expand students' awareness regarding the usefulness of these disciplines. Science and mathematics will be taught in an interdisciplinary manner and will enable students to experience mathematics as an essential tool of science.

Students will have regular access to technology in a meaningful context. Access to computer technology for creative and higher level activities will help increase motivation and awareness of useful applications in mathematics and science. A curricular focus on problems, investigations, discussions, trips, and activities is intended to integrate mathematics and science into students' daily experiences.

Students tend to perform optimally when content is related to previous experience. Frequently, curriculum does not readily relate to students' experiences in the real world. Mathematics and science instruction must provide out-of-school experiences to make up for

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experiential deficits. The school curriculum will include activities that are designed to be primary (first-hand) experiences, including but not limited to learning in context, e.g., zoos, aquariums, museums, laboratories, ponds, streams, farms, generating plants, planetariums, various worksites, businesses, hospitals, college campuses, and government offices, etc.

Classroom instruction will include the kind of enrichment that contributes to first-hand knowledge, builds confidence in a variety of social and educational settings, and develops higher order thinking skills and promotes connections. A community service component will be included in the curriculum to help students see themselves as change agents and increase their feelings of personal efficacy.

Performance indicators indicate at-risk students' growing competency in basic skills, but deficiencies in higher order thinking skills, e.g., inferential comprehension, analysis, synthesis, and evaluation, etc. Problem solving strategies will be taught throughout the curriculum. Inductive and deductive reasoning skills will be taught to develop students' logical reasoning abilities. Solving word problems will receive daily emphasis. All instructional activities will be systematically organized with clear objectives. Activity-based mathematics and science programs will be augmented by teachers' professional development, as such programs have been shown to significantly improve performance in process skills and content knowledge across all curricular areas, specifically mathematics and science. Mathematics and science labs with numerous and varied materials, including high interest computer software, will be used to develop competency in acquiring concepts and applications. Flexible groupings and teamwork, including but not limited to **Problem-Solving Partnerships**, **Cooperative Teams**, and **Collaborative Groups** will be used throughout the curriculum to build motivation and increase learning (Johnson & Johnson, 2000; NSES, National Research Council, 1995; PSSM, National Council of Teachers of Mathematics, 2000).

Limited English Proficient (LEP) students encounter limitations in English-speaking classrooms and on achievement tests. The interdisciplinary nature of the curricula will significantly increase attention to linguistic objectives throughout all content areas, e.g., "Writing to Learn Mathematics" (ENC Focus, vol. 9, no. 2, 2002). Groupings and teamwork (i.e., Problem-Solving Partnerships, etc.) will provide students with peer-based language models and feedback, and will enhance students' oral and written communication skills. Test-taking skills will be taught and integrated throughout the curriculum. Curriculum content and instruction will be aligned with assessment goals, specifically related to the State Accountability Plan (including NCLB) norm-referenced and criterion-referenced test requirements.

Instructional strategies frequently do not complement the learning styles of at-risk students. Students' learning style preferences will be assessed and used for instructional decisions. Varied materials and resources will be available throughout curricula, including technology at all grade levels. Instruction will proceed from concrete to the abstract, and learning activities will be sequentially arranged to increase complexity. Flexible groupings (small-group, large group) will be utilized. A variety of instructional methods and organizational patterns will be selected from recognized reform models, e.g. Didactic teaching, Coaching, and Socratic seminars (**Paidela Model**); Shared Inquiry (**Junior Great Books**); Core Practices (**The Foxfire Fund**), and; Core Knowledge (**Hirsch: Core Knowledge Foundation**). Students will be given opportunities for choice and decision-making in the classroom and in after-school enrichment programs and clubs. Concept and skill mastery activities will include the following: experiments, listening, imagery, reading, discussion, audiovisuals, movement, practical experiences, groupings, learning centers, writing, role playing, the arts (e.g.,

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visual/graphic arts, drama/theatre, music), simulations, interview skills, field work, computers and technology, etc. Professional development for teachers will include learning styles, multiple intelligence, etc. and implications for content and instructional/curricular differentiation.

The school day is an extended 7-hour school day and is 60 minutes longer than the State-mandated requirement of the 6-hour, 360 minute school day. The optional daily Study Hall (1 hour from 3:00 – 4:00PM provides an additional 60 minutes) is available to all students without cost. Students who enroll in the Study Hall will have 480 minutes (8 hours per day) of daily instruction. This would exceed the State-mandated requirement of 360 minutes by 120 minutes daily.

Within the 180 days of operation, school days will consist of repeating 10-day cycles as follows: Days (1) (4) (7); (2) (5) (8), and; (3) (6) (9), each 7-hour days (420 min. per day x 9 days = 3,780 min.) + Day (10), a 4-hour day = 240 min.), totaling 4,020 instructional minutes (contrasting traditional time of 360 min. per day x 10 days = 3,600, an increase of 420 minutes of instructional time). The last 2 hours (120 min.) on Day (10) will be used for professional development, and students will be dismissed.

The increased length of the school day, an organized 1-hour Study Hall (for enrichment, acceleration, homework and/or tutoring), and after-school programs will ensure that students' intellectual needs are being addressed with greater opportunities to learn. Overall, the total instructional minutes per week are as follows: Week # 1 equals 2100 min. (420 min. x 5 days). Week # 2 equals 1980 min. (1680 min. = 420 min. x 4 days) + (300 min. x 1 day). Together, week # 1 (5 days = 2100 min.) and week # 2 (5 days = 1980 min.) equal a 4080-minute instructional program. Alternately viewed as a 2-week cycle of 10 days, students' instructional time of 4080 minutes is (3780 min. = 420 min. x 9 days) + (300 min. x 1 day).

The after-school program and clubs follow the Study Hall option and include a pre-registration component for each session (six 6-week sessions) throughout the school year. Students may be enrolled in specific programs, activities, or clubs that may hold special interest to them. Guidance is available upon request.

EINSTEIN CHARTER SCHOOL will operate 180 days according to State requirements. The school will observe the same holiday schedule and/or seasonal breaks as the NOPS District. The school will adhere to all State requirements for the regulation and administration of LEAP 21 and IOWA testing.

EINSTEIN CHARTER SCHOOL will encompass all State-mandated content curriculum requirements, minimum time allotments, and schedule and course requirements related to the orderly progression (i.e., promotion) of students throughout the Kindergarten through 8th grades and following 8th to 9th grade. The comprehensive and rigorous academic program, including adherence to Louisiana Accountability requirements, uniform grading scale (NOPS District) and report cards, special education Individualized Education Program (IEP) Forms and Progress Reports, etc., will ensure the ability of any student to matriculate through the public school system and/or return to a public school, due to any circumstances.

(5.b.) Curriculum and Instruction

The educational program of the school is based on an *integrated* design in which the teaching and learning of **mathematics** is focused on the **interconnectedness of the discipline** and the **interdisciplinary** nature of the total curriculum (emphasis added). Mathematics and science instruction will surpass State requirements due to increased scheduling options, greater instructional time, and the program's unique design. The **EINSTEIN CHARTER SCHOOL** day is longer (i.e., 420 minutes), in addition to a daily, optional Study Hall, followed by an enrichment program until 6:00 PM. Students will learn more mathematics and science with increased understanding, as well as other content areas, due to the integrated and interdisciplinary nature of the total curriculum.

The **SCHOOL'S** comprehensive reform plan is based upon a *grassroots* curriculum model, characterized by the following: (1) Initiated by teachers in an individual school; (2) Employs democratic group methods of decision making, and; (3) Is geared to the particular curriculum concerns, focus, problems, etc. of a particular school or even classrooms (Zais, 1976). The importance of the teacher as the key to effective curriculum engineering is reflected in the four principles on which the *grassroots* model is based:

1. The curriculum will improve only as the professional competence of teachers improve.
2. The competence of teachers will be improved only as the teachers become involved personally in the problems of curriculum revision.
3. If teachers share in shaping the goals to be attained, in selecting, defining, and solving the problems to be encountered, and in judging and evaluating the results, their involvement will be most nearly assured.
4. As people meet in face-to-face groups, they will be able to understand one another better and to reach a consensus on basic principles, goals and plans (Smith, Stanley, & Shores, 1957, p. 429).

In *grassroots* curriculum development and engineering, teachers become so intimately involved in the planning and decision-making processes, their knowledge and commitment precludes the need for special implementation procedures usually demanded by pre-packaged, national programs that rely on "top-down, line-staff administrative" procedures with prepared philosophical statements and objectives for an *entire* school district. Additionally, based upon the importance of teachers in the *grassroots* model, "Professional Development," another major reform component in the reform plan, is ideally complemented.

That leaders in mathematics and the sciences support integrated curricula is well documented: "Mathematics comprises different topical strands, but the strands are highly connected. The interconnectedness should be displayed prominently in the curriculum. A coherent curriculum effectively organizes and integrates important mathematical ideas so that students can see how the ideas build on or connect with other ideas to enable students to develop new understandings and skills" (*Principles and Standards for School Mathematics* (PSSM) NCTM, 2000, p. 15). Similarly, in the January/February 2001 issue of NCTM's *Mathematics Education Dialogues*, which explored integrated curriculum from an international perspective based on students' poor showing on the Third International Mathematics and Science Study (TIMSS), Hugh Burkholder observed: "The main advantages

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of integrated curricula are that they build essential connections, help make mathematics more usable, avoid long gaps in learning, allow a balanced curriculum, and support equity."

Curriculum integration throughout the elementary grades is unique. Most integrated curricular models, including those that are NSF-funded, are utilized at the secondary level, and are producing favorable results in mathematics and science achievement and success on high-stakes assessments. The COMPASS (Curricular Options in Mathematics for All Secondary Students) website (www.ithaca.edu/compass/frames.htm) revealed that these programs were used in more than 1,200 schools in at least 39 states during the 2000-2001 school year at secondary levels. Curriculum integration is considered nontraditional and involves the complete restructuring of curriculum, instruction, and professional development. Such restructuring is congruent with the role and mission of **EINSTEIN CHARTER SCHOOL**.

Teachers at **EINSTEIN CHARTER SCHOOL** will benefit from an integrated-approach to teaching and learning. Lack of teacher preparation is the principal reason many school districts hesitate to adopt integrated mathematics and/or science programs (NCTM *Mathematics Education Dialogues*, 2001). In the 2001 issue of the Eisenhower National Clearinghouse (*ENC Focus*), MacDonald states, "Our teachers needed to learn more mathematics. We needed to work together to explore different topics... Yes, it takes more work to make the transition, and yes, I am sure some teachers would like to return to a traditional program. However, in working through the challenges, our teachers have become a more cohesive staff with common goals" (p. 24).

The daily schedule reflects restructuring efforts in the area of professional development. Teachers are scheduled for six 1-hour periods (360 min.) of non-instructional time, which qualifies as **planning** and/or **job-embedded professional development**, throughout the nine days of each 10-day cycle. Additionally, a separate half-day is scheduled for professional development from 1:00 PM to 3:00 PM, a total of 120 minutes every 10th day of each 2-week session, following student dismissal. Totalling 480 minutes, or 8 hours, teachers will have the benefit of participating in professional development programs during regular school hours without a decrease in instructional time. There will be no Study Hall, After School or Enrichment Programs at the school site on the afternoons of Day #10.

It has been suggested that much of the best staff development occurs on a daily basis. It is anticipated that the proposed schedule for **EINSTEIN CHARTER SCHOOL** will provide opportunities for staff development that are highly relevant to teachers. The atmosphere will promote an environment in which teachers can exercise their professional competence, explore promising practices, and share information among themselves. Providing increased professional time on site for teachers, without reducing instructional time, will allow teachers to work collaboratively with their colleagues and produce other benefits that they would not be able to experience at the close of the school day. For example, the opportunity to observe other classrooms and participate in discussion groups with other teachers will send a message of professional respect for their time, reduce isolation, promote communication, provide powerful learning experiences, and generate excitement for expanding teachers' repertoire to include new practices that they may not have previously considered. Darling-Hammond writes, "Teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see" (1998, p.8).

Cawelli has indicated the need to change traditional school schedules to give teachers regular opportunities to team with colleagues:

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As schools continue the task of significantly improving student achievement by expanding the knowledge base of teachers, the need to restructure schools will become more and more important. Teachers need the time to absorb new information, observe and discuss new practices, and participate in the training needed to become confident with new techniques (1999, p. 8).

Collectively, Beane (1992) has identified a variety of ***educational challenges*** for teachers of at-risk and minority students that are specifically addressed within the **EINSTEIN CHARTER SCHOOL Proposal**: (1) A belief that academic deficiencies are rooted in specific cultures and poverty (i.e., unchangeable factors), rather than school climate, curriculum, instruction, or teacher expectations (i.e., changeable factors); (2) Inadequate and/or poor teacher (academic) preparation; (3) Actual/perceived lack of support for initiatives; (4) Academically weak/high-anxiety administrator with regard to specific content area(s), e.g., mathematics, science; (5) Teacher and/or leadership-team attrition; (6) Little or no time for team collaboration; (7) Lack of structured opportunities to share instructional strategies and/or information with significant others; (8) Lack of funds for materials and/or training; (9) Schedule/coordination conflicts with district, and; (10) Staff development design (difficulties) to meet goals, desired outcomes, and participants' needs.

The **EINSTEIN CHARTER SCHOOL Proposal** emphasizes the importance of comprehensive school wide reform from the bottom up (***grassroots***) by teachers and is designed to significantly influence all school structures, i.e., curriculum, instruction, governance, professional development, and stakeholder involvement. The following factors have been found to significantly affect motivation and learning in at-risk populations and are incorporated into the educational plan:

- (1) **Attitudes:** At-risk, minority students have positive attitudes toward mathematics and science beginning in the early grades, developing through seventh grade. However, positive attitudes alone frequently do not result in high academic achievement in these disciplines.

Program Implications:

- (a) Students will participate in a coherent and rigorous academic program through an integrated curriculum
 - (b) Students will be continually involved in challenging "hands-on" activities related to their real world.
- (2) **Persistence:** Those who are most successful in mathematics and science have developed the ability to persist. Having the ability to persist in the

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face of barriers or conflict is essential to the development of a positive self concept.

Program Implications:

- (a) To develop persistence, students will be encouraged through feedback and guidance to persevere as they work their way through appropriately challenging problems and situations.
- (b) Students will be encouraged to take risks and make decisions, and they will receive constructive feedback, helping them to recognize the relationship between their decisions and actions.
- (c) Teachers will receive training in identifying the key elements of risk-taking and persistence in the academic setting, and in designing strategies to develop them in students.

3. **Stereotyping:** Minority students may stereotype mathematics and science ability as belonging to particular ethnic groups or to a gender difference.

Program Implications:

- (a) Male and female minority persons with mathematics and science related careers will be involved. The use of varied role models will help counteract race and sex stereotyping.
- (b) The historical and contemporary accomplishments of minorities in mathematics and science will be systematically included in the curriculum.
- (c) The teaching of Academic Games, specifically, "Propaganda," will be used to identify the use of stereotyping in media, instructional, and advertising materials.
- (d) Multicultural audiovisual programs will be used to provide students with information about mathematics and science concepts and careers to counteract stereotypical images.

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4. **Utility:** At risk/minority students are less likely to understand how the study of mathematics and science is applicable to everyday life, as well as valuable to future schooling and employment.

Program Implications:

- (a) The relationship between students' present actions and future career options will be used for guidance and counseling with students and parents.
- (b) People who use mathematics and science in the workplace will be included as resource persons and will help expand students' awareness regarding the usefulness of these disciplines.
- (c) Science and mathematics will be taught in an interdisciplinary manner and will enable students to experience mathematics as an essential tool of science.
- (d) Students will have regular access to technology in meaningful contexts. Access to computer technology for creative and higher level activities will help increase motivation and awareness of useful applications of mathematics and science.
- (e) Focus on problems, investigations, discussions, trips, and first-hand activities is designed to integrate mathematics and science into students' daily experiences.

5. **Previous Experiences:** Students perform best when content is related to previous experiences.

Program Implications:

- (a) Out-of-school, first-hand experiences must be designed to make up for experiential deficits. Curriculum will include activities that are designed to be primary (first-hand) experiences, including but not limited to learning activities at zoos, aquariums, museums, laboratories, ponds, streams, farms, generating plants, planetariums, various worksites, businesses, hospitals, college campuses, and government offices, etc.

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- (b) Classroom instruction will include the kind of enrichment that contributes to first-hand knowledge, build confidence in a variety of social and educational settings, and develop thinking skills.
 - (c) A community service component will be included in the curriculum to help students see themselves as change agents and increase their feelings of personal efficacy.
6. **Academic Deficiencies:** Performance indicators indicate growing competency in basic skills, but weaknesses in higher order thinking skills, e.g., inferential comprehension, analysis, synthesis, and evaluation, etc.

Program Implications:

- (a) Problem solving strategies will be taught throughout the curriculum. Inductive and deductive reasoning skills will be taught to develop students' logical reasoning abilities. Solving word problems will receive daily emphasis.
- (b) All instructional activities will be systematically organized with clear objectives.
- (c) Activity-based mathematics and science programs will be augmented by teachers' professional development. These programs have been shown to significantly improve minority performance in skills and content across all curricular areas when teachers' knowledge and pedagogical skills increase.
- (d) Mathematics and science labs with numerous and varied materials, including high interest computer software, will be used to develop competency in acquiring concepts and applications.
- (e) Flexible groupings and teamwork, including but not limited to **Problem-Solving Partnerships, Cooperative Teams, and Collaborative Groups** will be used throughout the curriculum to build motivation and increase learning (Johnson & Johnson, (2000); (NSES, National Research Council, 1995; PSSM, National Council of Teachers of Mathematics, 2000).

7. **Language Deficiencies:** Limited English Proficient (LEP) students encounter limitations in English-speaking classrooms and on achievement tests.

Program Implications:

- (a) Interdisciplinary curricula will significantly increase the focus on linguistic objectives throughout all content areas, e.g., "Writing to Learn Mathematics" (ENC Focus, vol. 9, no. 2, 2002).
 - (b) Groupings and teamwork (i.e., Problem-Solving Partnerships, etc.) will provide students with peer-based language models and feedback, and will enhance students' oral and written communication skills.
 - (c) Test-taking skills will be taught and integrated throughout the curriculum. Curriculum content and instruction will be aligned with assessment goals, specifically related to State Accountability Plan norm-referenced and criterion-referenced tests, IOWA (ITBS) and LEAP tests, respectively.
8. **Learning Styles:** Instructional strategies frequently do not complement the learning styles of at-risk/minority students.

Program Implications:

- (a) Students' learning style preferences will be determined and used to make curricular and instructional decisions.
- (b) Varied materials and resources will be available throughout the curriculum, including technology at all grade levels.
- (b) Instruction will proceed from concrete to abstract. Learning activities will be sequentially arranged to increase complexity.
- (d) Flexible groupings (small-group, large group) will be utilized.
- (e) A variety of instructional methods and organizational patterns will be selected from recognized reform models, e.g. Didactic teaching, Coaching, and Socratic seminars (*Paideia Model*); Shared Inquiry (*Junior Great Books*); Core Practices (*The Foxfire Fund*); Core Knowledge (*Hirsch: Core Knowledge Foundation*)
- (f) Students will be given opportunities for choice and decision-making in the classroom and in a after-school enrichment options.

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WEB SITES:

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- (g) Concept and process activities will include the following:
manipulatives, experiments, listening, imagery, reading,
discussion, audiovisuals, movement, practical experiences,
groupings, learning centers, writing, role playing, the arts
(e.g., visual/graphic arts, drama/theatre, music), simulations,
interview skills, field work, computers and technology, etc.
- (h) Professional development for teachers will include learning
styles, multiple intelligence, etc. and implications for instructional
/curriculum differentiation.

(5.b.1.) School Schedule

The length of the regular school day is **420 minutes**, beginning at 8:00 AM and ending at 3:00 PM. This schedule will be followed consecutively for 9-days in a 2-week cycle as follows: M – T – W – H – F (Days #1 – #5 = Week #1) and M – T – W – H (Days #6 – #9 = Week #2). On Day #10, i.e., every 2nd Friday of the 2-week cycle, students will be dismissed at 1:00 PM, following lunch. Day #10 will be a 300-minute, or 5-hour school day for students, rather than the 420-minute school day, or 7-hour day for Days #1 – #9. The remainder of Day #10, 120 minutes (2 hours) will be used for teachers' professional development.

Overall, the total instructional minutes per week are as follows: Week # 1 equals 2100 min. (420 min. x 5 days). Week # 2 equals 1980 min. (1680 min. = 420 min. x 4 days) + (300 min. x 1 day). Together, week # 1 (5 days = 2100 min.) and week # 2 (5 days = 1980 min.) equal a 4080-minute instructional program. Alternately viewed as a 2-week cycle of 10 days, students' instructional time of 4080 minutes is (3780 min. = 420 min. x 9 days) + (300 min. x 1 day).

Comparatively, the **EINSTEIN CHARTER SCHOOL** day (420 min. = 60 min. x 7 hrs.) exceeds the daily State requirement of a 360-minute (60 min. x 6 hrs.) school day by 60 minutes. The **SCHOOL** week (i.e., week # 1) equals 2100 minutes, exceeding the typical 1800-minute week by 300 minutes, or 5 hours weekly on alternate weeks. During week # 2, students' instructional program equals 1980 minutes, which is 180 minutes, or 3 hours, greater than the typical SDE week of 1800 minutes. Over a 2-week cycle, students at the **SCHOOL** shall receive a 4080-minute instructional program, compared with the typical 3600 minutes, resulting in a 480-minute, or 8-hour increase in instructional time. This results in an increase of over 1 full day, specifically 1 day + 2 additional hours, of instructional time according to the current State standard of 6 hours per day.

(5.b.1.a) Daily Schedule

7:00AM (Before-School Program)

The Before-School Program (1 hour) is open to all students who register for this service. A sliding-fee scale will be in effect.

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7:30AM – 7:50AM (Breakfast Program)

Breakfast will be available for all students. A sliding fee scale will be in effect (Free/Reduced).

8:00AM – 3:00PM (Regular School Day for Grades K - 8)

Any student who is not registered for Study Hall and/or the Enrichment Program will be dismissed at 3:00PM.

3:00PM – 4:00PM (Study Hall)

Daily Study Hall is available to all students at no-cost, however, students must be registered to participate and should attend regularly. Transportation must be arranged.

Any student who is not registered for Study Hall will be dismissed at 3:00PM. If a student remains after Study Hall and is not enrolled in an After School Program, an **hourly** fee will be assessed. The hourly fee (minimum 1 hour/day or maximum 2 hours/day) is independent of the number of minutes in the hour(s) during which the student remains overtime. The assessed fee(s) must be paid by cash/money order upon receipt of the school's written notice.

4:00PM – 6:00PM (After-School Care or Enrichment/Clubs Program)

A student must register to attend the After-School Program which immediately follows the 4:00PM Study Hall dismissal. A fee for the After-School Program will be assessed on a sliding-scale basis and will ensure that the registered student will be supervised until 6:00 PM. Any student who does not enroll in the after-school enrichment program and/or clubs will be supervised by school personnel in the After-School Care Program that commences at 4:00PM.

The Enrichment Program occurs during the same 2-hour schedule as After-School Care and begins after Study Hall dismissal at 4:00 PM. Students who enroll in the after-school Enrichment/Clubs Program **must register for Study Hall** to ensure that no student is unsupervised from 3:00-4:00 PM. Therefore, enrollment in Study Hall is mandatory, if the student participates in the after-school Enrichment/Clubs Program.

The Enrichment/Clubs Program includes a pre-registration component for each session (six 6-week sessions) throughout the school year. Students may choose to enroll in specific programs or clubs that may hold special interest to them. Instructors/Leaders for the enrichment/clubs program will include community professionals in various fields, in addition to university and SCHOOL personnel. The Enrichment/Clubs Program will provide opportunities (e.g., Chess, 4-H, Scouting, Technology, etc.) that students may not otherwise have time to enjoy. During this time, students may also receive lessons in the arts, including band, strings, vocal music, etc. from qualified professionals, which are not be available during the regular school day.

The Enrichment/Clubs Program will additionally include an adult-learner component. Parents and/or interested community may enroll in a variety of course offerings based upon their interests and/or needs. For example, course offerings may address GED requirements, specialized job training, and distance-learning opportunities. The school will encourage instructors from the local community to volunteer as much as possible, but there will be fees associated with some of the courses and students may have to supply their own materials. The location of **EINSTEIN CHARTER SCHOOL** in

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eastern New Orleans will aid financial and business development, contribute to "smart growth" (Eggler, 2003), and relieve overcrowding in existent schools.

EINSTEIN CHARTER SCHOOL will also use university affiliations to increase on-site professional development opportunities. Courses will include credit (undergraduate, graduate, distance learning) and non-credit options.

(5.b.2.) Grade Schedules

The Kindergarten – 8th grade instructional program includes the following: mathematics, reading, English/language arts, science, social studies, health and physical education, and library.

EINSTEIN CHARTER SCHOOL students will have greater opportunities to learn mathematics and science. Research indicates that "opportunity to learn" (OTL) is an important variable in overall student achievement.

In the *Handbook of Research on Improving Student Achievement*, "opportunity to learn" mathematics is defined as "the scope of the mathematics presented, how mathematics is taught, and the match between students' entry skills and new material" (Grouws & Cebulla, 1999). There appears to be a strong positive relationship between OTL and student performance in mathematics that is well documented. Strong correlations have been found between student OTL scores and mean student achievement scores in mathematics, with high OTL scores associated with high achievement (Schmidt, McKnight, & Raizen, 1997). Suarez, Torlone, McGrath, and Clark (1991) also found a positive relationship between total time allocated to mathematics and general mathematics achievement.

(5.b.2.a.) Kindergarten through Third Grade

Kindergarten through 3rd grade classes are self-contained. Projections for FY 1 – 5, indicate that each class will be taught all core subjects by one teacher, i.e., 2 classes, 2 teachers. As a content area, the mathematics-science combination is scheduled first (75 minutes x 9 days = 675 min. + 150 min. (Day #10) = 825 total minutes per 2-week cycle. Week #1 equals 375 minutes, or 6 hours; 15 minutes of core content instruction. Week #2 equals 450 minutes, or 7½ hours of mathematics. On Day #10, mathematics-science is scheduled as a school wide elective for 150 minutes, or 2½ hours, during which time students will select mathematics-science interest areas.

Neither physical education nor library is scheduled during the first instructional block of the school day. All grade level will participate in physical education and library classes. Physical education and library are not scheduled before 10:00 AM and do not decrease the instructional time in any subject. An incomplete instructional block, e.g., Language Arts (before-lunch) will be immediately resumed after the break.

As per the State Department of Education *Bulletin 741*, the proposed schedule meets the daily "minimum time allotment" by subject and grade. For example, calculated over a 10-day cycle, the proposed 3rd grade schedule exceeds the "minimum time allotment" of 750

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minutes (375 min. x 2) by 75 minutes (1 hr;15 min), which is equal to one additional mathematics class. Because mathematics and science are integrated throughout the other core subjects or disciplines, students will receive embedded mathematics and science throughout the school day.

Auxiliary classes of physical education and library are scheduled for 60 minutes twice each, resulting in 120 minutes (maximum), within the 2-week, or 10-day cycle. For example, the sequence for auxiliary classes for Class 3₁ is as follows: physical education for 60 minutes on Monday (Day #1); library for 60 minutes on Tuesday (Day #2); art for 60 minutes on Thursday (Day #4); physical education for 60 minutes on Friday (Day #5); library for 60 minutes on Tuesday (Day #7); art for 60 minutes on Wednesday (Day #8). Similarly, on Monday (Day #1), class 3₂ will have art; Tuesday (Day #2) will be physical education, Thursday (Day #4), library, etc.

Since Kindergarten – 3rd grade teachers will have planning at the same time, opportunities for collaboration, action research, and embedded staff development will be facilitated. During the 10-day cycle, teachers will have six 1-hour non-instructional periods, excluding the 2-hour professional development session on Day #10. Therefore, within each 10-day cycle (Weeks #1 and #2), teachers will have a total of 8 hours of non-instructional time at the school site, the equivalent of 1 full school day and 1 hour.

When an auxiliary class of physical education or library occurs in the morning, lunch is scheduled for 12:30 PM., however, if an auxiliary class is scheduled in the afternoon, lunch is at 12:00 noon. This flexibility allows for the restitution and/or rearrangement of instructional time in core subjects affected by auxiliary class schedules. Instructional time allotments in the **EINSTEIN CHARTER SCHOOL** exceed or meet State Department of Education (*Bulletin 741*) requirements for "minimum time allotments."

(5.b.2.b.) Fourth through Sixth Grade

The 4th through 6th grade instructional schedule is organized departmentally. Students will change classes with grade peers after the first instructional block. Students will report to homeroom on a 3-day rotation schedule. By FY 2, for 4th grade, there will be three classes (sections) and three teachers per grade level (i.e., 4₁, 4₂, 4₃). By FY 3, for 5th grade, there will be three classes (sections) and three teachers (5₁, 5₂, 5₃). By FY 4, for 6th grade, there will be three classes (sections) and three teachers (6₁, 6₂, 6₃). There will be one Mathematics teacher, one English Language Arts teacher, and one Science-Social Studies teacher for each grade. FY 1 is the only year in which there will be two classrooms for Grade 4; FYs 1 and 2, there will be two classrooms for Grade 5, and; FYs 1, 2, and 3, there will be two classrooms for Grade 6.

Moving across the 10-day schedule, subscript 1 classes will begin the school day with the following "homeroom" content areas: #1 Mathematics, #2 Language Arts, #3 Science-Social Studies and Content (30 minutes), #4 Mathematics, #5 Language Arts, #6 Science-Social Studies and Content (30 minutes), #7 Mathematics, #8 Language Arts, and #9 Science-Social Studies. The sequence across the 10-day schedule for grades with subscript 2

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will be the following: #1 Language Arts, #2 Science-Social Studies and Content (30 minutes), #3 Mathematics, #4 Language Arts, #5 Science-Social Studies and Content (30 minutes), #6 Mathematics, #7 Language Arts, #8 Science-Social Studies and Content (30 minutes), and #9 Mathematics. The sequence for subscript 3 classes is as follows: #1 Science-Social Studies and Content (30 minutes), #2 Mathematics, #3 Language Arts, #4 Science-Social Studies and Content (30 minutes), #5 Mathematics, #6 Language Arts, #7 Science-Social Studies and Content (30 minutes), #8 Mathematics, and #9 Language Arts. On Day #10, 4th, 5th, and 6th grade classes (1, 2 and 3) will have a specialized enrichment Language Arts Elective of (270 minutes).

"Content (30 minutes)" refers to the rearrangement of instructional minutes in either Mathematics or Language Arts when an auxiliary class is scheduled.

"Homeroom" is first for each class. The pattern is repeated three times during the 10-day cycle. On Day #10, students will report to the appropriate classroom based upon a chosen/designated mathematics-science elective, which for grades 4 through 6 is 120 minutes. The sequence pattern is as follows: Days #1, #4, and #7 follow the same vertical content-subject pattern. Days #2, #5, and #8 are the same, and Days #3, #6, and #9 are the same. Day #10 is considered a morning of specialized mathematics-science combination (120 min.) and Language Arts (150 min.) electives for 4th, 5th, and 6th graders, after which students will be dismissed at 1:00 PM. The rest of the day, beginning at 1:00PM, is for teachers' professional development.

Over the 10-day cycle, 4th through 6th graders receive the following number of actual instructional minutes in each content area: Language Arts (1500 min.), Mathematics (990 min.), Science (405 min.), and Social Studies (405 min.). Similarly as with the 3rd grade, during the 10-day schedule, 4th through 6th grade students are scheduled for physical education (60 min. x 2 = 120 min.), library (60 min. x 2 = 120 min.), and art (60 min. x 2 = 120 min.) totaling 360 minutes, or 6 hours. Because auxiliary classes are scheduled at the same time per grade, teachers will be able to use the non-contact hour(s) for planning, team collaboration, and/or professional development.

Auxiliary classes do not affect the total number of instructional minutes in content areas because this flexibility is built into the daily schedule, and unlike the regular elementary schedule, student learning and teacher planning are not sacrificed.

According to State Department of Education guidelines (*Bulletin 741*), the minimum time allotments for grades 4, 5, and 6 are 135 minutes for Language Arts and 75 minutes for Mathematics. Calculated over a 10-day cycle, this would indicate a total of 1350 minutes of Language Arts and 750 minutes of mathematics-science. **EINSTEIN CHARTER SCHOOL** exceeds those requirements by 150 instructional minutes, or 2 1/2 hours (1500 min. - 1350 min.), of additional instruction in Language Arts. Additionally, the SCHOOL exceeds the typical requirements for mathematics-science by 240 minutes (990 min. - 750 min.), or 4 hours, of additional mathematics-science instruction for 4th, 5th, and 6th graders, who must prepare for LEAP 21 and IOWA testing.

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(5.b.2.c.) Seventh and Eighth Grade

Similar to the 4th - 6th grade configuration, the schedule is organized departmentally. Students will report to homeroom on a 3-day rotation schedule during each 10-day cycle. Class₁ rotation is as follows: #1 Mathematics-Science, #2 Language Arts, Science-Social Studies and Content (30 minutes), #4 Mathematics-Science, #5 Language Arts, #6 Science-Social Studies and Content (30 minutes), #7 Mathematics-Science, #8 Language Arts, and #9 Science-Social Studies. Class₂ of 7th and 8th graders will adhere to the following sequence: #1 Language Arts, #2 Science-Social Studies and Content (30 minutes), #3 Mathematics-Science, #4 Language Arts, #5 Science-Social Studies and Content (30 minutes), #6 Mathematics-Science, #7 Language Arts, #8 Science-Social Studies and Content (30 minutes), and #9 Mathematics-Science. The Class₃ sequence is as follows: #1 Science-Social Studies and Content (30 minutes), #2 Mathematics-Science, #3 Language Arts, #4 Science-Social Studies and Content (30 minutes), #5 Mathematics-Science, #6 Language Arts, #7 Science-Social Studies and Content (30 minutes), #8 Mathematics-Science, #9 Language Arts. On Day #10, 7th and 8th graders will have a Mathematics-Science elective of 270 minutes. "Content (30 minutes)" refers to content instruction in either Mathematics or Language Arts when an auxiliary class is scheduled during either subject area.

During the 10-day cycle, 7th and 8th graders receive a total of 405 minutes (45 min. x 9 days) in each content area of Science-Social Studies.

As with grades 4th through 6th, the 3-day pattern is as follows: (Days #1, #4, #7); (Days #2, #5, #8), and; (Days #3, #6, #9). On Day #10, 7th and 8th grade students will receive 150 instructional minutes in specialized Language Arts electives and 120 minutes in Mathematics-Science electives.

Calculated over the 10-day cycle, 7th and 8th grade students will receive a total of 1320 (instructional) minutes in Language Arts, 1200 minutes in Mathematics-Science, 405 minutes in Science-Mathematics, and 405 minutes in Social Studies. Similarly as with the 3rd through 6th grades during the 10-day schedule, 7th and 8th graders are scheduled for physical education (60 min. x 2 = 120 min.), library (60 min. x 2 = 120 min.), and art (60 min. x 2 = 120 min.) totaling 360 minutes, or 6 hours. The benefits for teachers and students include continuity and stability of total instructional minutes.

By FY 6, there will be 3 classrooms per grade level for grades 3rd – 8th.

(5.b.3.) School Calendar

EINSTEIN CHARTER SCHOOL will operate 180 days according to State requirements. The SCHOOL will adhere to the same beginning and ending dates of each quarter (9-week) as the New Orleans Public Schools District. The SCHOOL will observe the same holiday schedule and/or seasonal breaks as the District. The SCHOOL will adhere to all State requirements for the regulation and administration of LEAP 21 and IOWA testing.

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Elementary Program of Studies: Minimum Time Requirements (School Policies)

from Bulletin 741, Rev., June 2000

- 2.090.00 Elementary schools shall adhere to the curricular and time requirements established by the State Department of Education and approved by the State Board of Elementary and Secondary Education (SBESE).
- 2.090.01 Elementary schools shall provide minimum of 16 contact hours of substance abuse prevention education each school year. Instruction shall be provided within a comprehensive school health program and in accordance with the state substance abuse curriculum (Bulletin 1864, Volume 1) or through substance abuse programs approved by the State Board of Elementary and Secondary Education.

Refer to R.S. 17:402-5.

Preschool

- 2.090.02 Preschool programs for exceptional students shall offer a curriculum that is developmentally sequenced based on reliable research; that offers a plan for continuous evaluation; and that offers balanced experiences in pre-academic/academic skills, communication skills, social-emotional skills, self-help skills and motor skills, in accordance with an Individualized Education Program (IEP).
- 2.090.03 School providing preschool programs for regular students shall offer a curriculum that is developmentally appropriate.

Experience shall be provided in all developmental areas: physical, social, emotional, and intellectual.

Suggested Minimum Time Requirements for Preschool:

Teacher-directed activities (whole and small group)	35%
Student-initiated activities (learning centers)	35%
Snack and restroom time	10%
Rest Periods	20%

The above-suggested minimum time requirements shall be flexibly scheduled to meet the developmental needs of young students.

Kindergarten

- 2.090.04 The kindergarten shall be informal in nature with teacher-directed and student-initiated activities; it shall be planned to meet the developmental needs of young students.
- 2.090.05 Minimum Time Requirements for Kindergarten:
- | | |
|---|-----|
| Teacher-directed activities
(whole or small group) | 40% |
| Student-initiated activities
(learning center) | 35% |
| Snack and restroom time | 10% |
| Lunch, rest period and/or quiet
activities | 15% |

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Elementary Program of Studies Minimum Time Requirement (School Policies)

(from Bulletin 741, Rev., June 2000)

Elementary Schools

2.090.06 The elementary grades shall provide a foundation in fundamentals of the language arts, mathematics, social studies, science, health, physical education, and cultural arts.

Elementary Foreign Language

2.090.07 An articulated elementary foreign language program for 30 minutes daily in Grades 4 through 6 shall be required for academically able students and shall be optional for all others.

An academically able student is defined as one who is functioning at grade level as determined by the local school system. For special education students identified in accordance with The Pupil Appraisal Handbook (formerly Bulletin 1508), the IEP Committee shall determine the student's eligibility to receive foreign language instruction.

2.090.08 An articulated elementary foreign language program shall be required in grades 7 and 8 for 150 minutes per week in the subject area(s) designated by the local school board.

Elementary Minimum Time Requirements

2.090.09 Each grade level, Grades 1-8, shall teach the following content subject areas ensuring strict adherence to the Louisiana Content Standards and locally developed curricula.

Grades 1, 2, and 3		
	Suggested Minimum Minutes Per Week	Refer to Bulletin:
Language Arts	825	1965
Mathematics	300	1955
Science and Social Studies	225	1962 1964
	Required Minimum Minutes Per Week	
Health and Physical Education	150	1597 1596
Music, Arts and Crafts	150	1963

The additional 150 minutes per week of instruction as required by R.S. 17:154.1(2), shall be dedicated to those subjects for which content standards have been adopted, with emphasis on mathematics, reading or language arts.

It is strongly recommended that teachers integrate reading (skills and comprehension) throughout all content areas.

For students in Grades 1-4 who have been identified as reading below grade level, the minimum time requirements in health and physical education and in music, arts and crafts are suggested in lieu of required.

English as a Second Language may be offered as a part of Language Arts.

When offered, the articulated foreign language program shall be taught for 30 minutes per day in the subject area(s) designated by the local school board.

The above minimum time requirements shall apply to all students.

For students with specific needs, teachers may increase the weekly time in language arts or mathematics by reducing instructional time in other subjects, subject to review and approval of the principal.

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**Elementary Program of Studies
Minimum Time Requirements
(School Policies)
(from Bulletin 741, Rev., June 2000)**

Grade 4, 5, and 6		
	Suggested Minimum Minutes Per Week	Refer to Bulletin:
Language Arts	600	1965
Mathematics	300	1955
Science	225	1962
Social Studies	225	1964
Required Minimum Per Week		
Health and Physical Education	150	1597 1596
Music, Arts and Crafts	150	1963

It is strongly recommended that the additional 150 minutes per week of instruction as required by R.S. 17:154.1(2), shall be dedicated to those subjects for which content standards have been adopted, with emphasis on mathematics, reading or language arts.

It is strongly recommended that teachers integrate reading (skills and comprehension) throughout all content areas.

For students in Grades 5-8 who have scored below the Basic level on LEAP for the 21st Century in English/language arts or mathematics, the minimum time requirements in health and physical education, music, arts and crafts or electives are suggested in lieu of required.

English as a Second Language may be offered as a part of language arts.

When offered, the articulated foreign language program shall be taught for 30 minutes per day in the subject area(s) designated by the local school board.

Refer to Standard 2.090.07.

The above minimum time requirements shall apply to all students.

For students with specific needs, teachers may increase the weekly time in language arts or mathematics by reducing instructional time in other subjects, subject to review and approval of the principal.

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Program of Studies and Minimum Time Requirements

Grades 7 and 8 (6-Period-Day Option)		
	Suggested Minimum Minutes Per Week	Refer to Bulletin:
Language Arts	550	1965
Mathematics Grade 8—Introduction to Algebra	275	1955
Social Studies Grade 7—American Studies Grade 8—Louisiana Studies	275	1964
Science	275	1962
Required Minimum Minutes Per Week		
Health and Physical Education, Elective, Exploratory Studies	275	1596 1597

Grade 7 and 8 (7-Period-Day Option)		
	Suggested Minimum Minutes Per Week	Refer to Bulletin:
Language Arts	500	1965
Mathematics Grade 8—Introduction to Algebra	250	1955
Social Studies Grade 7—American Studies Grade 8—Louisiana Studies	250	1964
Science	250	1962
Required Minimum Minutes Per Week		
Health and Physical Education	250	1596
Electives	250	1597

It is strongly recommended that the 150 additional minutes per week of instructional time as required by R.S. 17:154.1(2) shall be dedicated to those subjects for which content standards have been adopted, with emphasis on mathematics, reading, or language arts.

For students in Grades 5–8 who have scored below the *Basic* level on *LEAP for the 21st Century* in English language arts or mathematics, the minimum time requirements in health and physical education, music, arts, and crafts or electives are suggested in lieu of required.

English as a second language may be offered as a part of language arts.

When offered, the articulated foreign language program shall be taught for 150 minutes per week in the subject area(s) designated by the local school board. (Refer to Standard 2.090.08.)

It is strongly recommended that local school systems choose the 7-period-day option.

Grade 6 may adhere to the above schedule only in organizational patterns that include grades 7 and 8.

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The schedule of subjects offered in the program of studies may be arranged by school principals in order to reduce or increase the number of minutes per week, provided that the yearly aggregate time requirements are met.

9,625 minutes (6-period-day all subjects except language arts)
19,250 minutes (6-period-day language arts)
8,750 minutes (7-period-day all subjects except language arts)
17,500 minutes (7-period-day language arts)

Grades 7 and 8 (including grade 6 when grouped with grades 7 and 8) may offer electives from the following:

Reading
Mathematics
Writing
Science
Social Studies
Exploratory Agriscience
Exploratory Technology Education
Construction
Manufacturing
Communication
Transportation
Production
Exploratory Family and Consumer Sciences
Art
Foreign Languages
Instrumental or Vocal Music
Keyboarding/Typing
Speech
Computer Literacy/Computer Science

In Exploratory Technology Education, the minimum time for any cluster is six weeks. The maximum time allowed in a cluster is 36 weeks. All areas in each cluster should be taught. Refer to Administrative Procedures for the operation of the program areas in vocational education (p. 157).

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PROGRAM OF STUDIES & MINIMUM TIME REQUIREMENTS

EXCEPTIONAL STUDENTS

(from Bulletin 741, Rev., June 2000)

SYSTEM POLICIES AND STANDARDS

PROGRAM OF STUDIES AND MINIMUM TIME REQUIREMENTS FOR EXCEPTIONAL STUDENTS

1.093.01 School systems shall require the development of a written Individualized Education Program (IEP) including educational placement for each student determined to be exceptional and in need of special education and related services.

SCHOOL POLICIES AND STANDARDS

PROGRAM OF STUDIES AND MINIMUM TIME REQUIREMENTS FOR EXCEPTIONAL STUDENTS

2.093.00 School systems shall require the development of an IEP, which may be computer generated, which includes educational placement for each student determined to be exceptional and in need of special education and related services.

2.093.01 Schools shall require the development of a written Individualized Education Program (IEP) including educational placement for each student determined to be exceptional and in need of special education and related services.

Refer to Bulletin 1706, Regulations for Implementation of the Exceptional Children's Act (R.S. 17:1941 et seq.), Bulletin 1508, Pupil Appraisal Handbook, and Bulletin 1503, I.E.P. Handbook.

Instructional Time Allotments

2.093.04 Instructional time allotments for Exceptional students are as follows:

Types of Classes	Time Allotments
A. Regular	Special education instruction and related services are provided outside of the regular classroom for less than 21 percent of the school day
B. Resource	Special education instruction and related services are provided outside of the regular classroom for at least 21 percent but no more than 60 percent of the school day.
C. Self-contained / Self-contained Departmentalized	Special education instruction and related Departmentalized services are provided outside the regular classroom for more than 60 percent of the school day.
D. Gifted Resource Center	Minimum of 150 minutes per week.
E. Adapted Physical Education	Comparable with regular physical education requirements.

The Earning of Carnegie Units by Special Education Students for Use in Meeting Graduation Requirements:

2.093.05 Special education students shall be allowed to earn Carnegie units when possible.

2.093.06 The integrity of the Carnegie unit shall not be diminished by any special education program(s).

2.093.07 The Carnegie units shall be granted by regular or special education teachers certified in the subject matter areas which they are teaching.

Refer to Bulletin 1706, Regulations for Implementation of the Exceptional Children's Act (R.S. 17:1941 et seq.), Bulletin 1508, Pupil Appraisal Handbook, and Bulletin 1503, I.E.P. Handbook.

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The SCHOOL shall determine its own specific schedule, including date(s) and time(s) for registration, parent orientations, open house, report card conferences, professional development, and any other meetings that involve the unique characteristics and needs of the student body, instructional faculty, and/or staff, and shall comply with all State requirements regarding its start of operation [17: 3983(A)(4)(f)].

In cases of emergency, **EINSTEIN CHARTER SCHOOL** shall reserve the right to make individual determinations regarding early dismissal and/or closure of the SCHOOL. Appropriate District personnel shall be informed of any or all decisions regarding SCHOOL closures and/or emergency procedures. Should it become necessary to compensate for days/time lost due to SCHOOL closure(s) to meet State-required 180 days of instruction, **EINSTEIN CHARTER SCHOOL** shall make its own determination regarding schedule adjustments, if necessary, and shall notify the appropriate District personnel.

(5.c.) Quality Education

(5.c.1.) At-risk Students and Public Education

Singularly, poverty cannot account totally for the achievement gap between disadvantaged and non-disadvantaged peers. A U.S. Department of Education report (1993), however, suggests that educational decisions for *at-risk* students are based increasingly on non-academic factors: "Almost one in four American children lives in poverty, representing an enormous pool of untapped talent. **Yet, most programs for these children focus on solving the problems they bring to school, rather than on challenging them to develop their strengths**" (p. 5, emphasis added).

National, state, and local assessments for at-risk, minority subgroups indicate achievement gaps in comparison with public school peers. Subgroup 2001 performance scores for Louisiana public school students indicated wide disparities by "Race," "Poverty," and "Special Education" (*The Times-Picayune*, November 18, 2002). Such measurable differences will prove significant to No Child Left Behind (NCLB) accountability efforts.

The subgroup performance score of 371,749 White students was 98.0; 352,779 Black students was 55.7; 11,418 Hispanic students was 79.8, and; 4,726 American Indian students was 74.4. Discrepancy scores between groups were as follows: White(+)-Black (+32.3 points); White(+)-Hispanic (+18.2 points); White(+)-American Indian (+23.6); Hispanic(+)-Black (+24.1); Hispanic(-)-Asian/Pacific Islander (-21.6).

Additionally, of 422,987 Free/Reduced Lunch students, the subgroup performance score was 64.9. For 327,361 Paid Lunch students, the score was 95.9 (+31.0 points). The subgroup discrepancy between Regular Education and Students with Disabilities was +40.4 points (82.6 - 42.2), although 2002 (10/2003) figures indicate a decrease in the achievement gap between these groups.

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Schools that offer high-quality educational choices for all students, particularly those in high-need urban areas, share some common characteristics:

- A coherent vision and strategy, shared by all stakeholders.
- Small size (100 students or fewer per grade).
- Seven attributes of high-performing schools: common focus, high expectations, personalized, a climate of respect and responsibility, time for staff to collaborate, performance based, and technology as a tool.
- Powerful teaching and learning, characterized by active inquiry, in-depth learning, and performance-based assessments.

Source: Bill & Melinda Gates Foundation (Executive Summary, 2003)

Table 1. Attributes of High-Performing Schools

Attribute	Description
Common Focus	Staff and students are focused on a few important goals. The school has adopted a consistent research-based instructional approach based on shared beliefs about teaching and learning. The use of time, tools, materials, and professional development activities are aligned with instruction.
High Expectations	Staff members are dedicated to helping students achieve state and local standards. Students are engaged in an ambitious and rigorous course of study. Students leave the school prepared for further education and citizenship.
Personalized	The school is designed to promote sustained student relationships with responsible adults. Each student has a personal plan for academic progress. In the absence of a responsible adult for each student, there will be an adult advocate. Small schools, with less than 400 students, are strongly recommended.
Respect and Responsibility	Environment is authoritative, safe, ethical, and studious. Staff teaches, models, and expects responsible behavior. Relationships are based on mutual respect.
Time to Collaborate	Staff has time to collaborate and develop skills and plans to meet the needs of all students. Parents are recognized as partners in education. Partnerships are developed with businesses. Partnerships are developed with institutions of higher-learning to improve teacher education and induction.
Performance Based	Competency and mastery are important indicators of student progress and academic advancement. Students receive additional time and assistance to achieve competency.
Technology as a Tool	Teachers design engaging and imaginative curriculum linked to learning standards, analyze results, and have easy access to best practices and learning opportunities. Schools publish their progress to parents and engage the community in dialogue about continuous improvement.

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Statewide Spring 2002 comparisons, based on standardized test scores, attendance and dropout rates for kindergarten through eighth grade students, indicate that the achievement gap between at-risk students and paid-lunch students grew by +3.1 . Within-group score comparisons for paid-lunch students between 2001 and 2002 indicate a gain of +2.4; for free/reduced-lunch students, a loss of -.7 . Statewide, White students stayed the same; Black students lost ground by -.4 (*The Times-Picayune*, April 21, 2003).

Statewide comparisons between at-risk students (free/reduced-lunch) and paid-lunch students indicate that 28 districts reduced the achievement gap; 37 widened the gap, and one indicated no change. The gap for Orleans Parish Public School "lunch" students widened according to 2001-2002 comparisons. Within-group comparisons for 2001 and 2002 at-risk students (free/reduced lunch) indicate a loss of -2.4. Paid lunch students show a gain of +6.1 . The achievement gap between at-risk and paid-lunch students widened by +8.5 .

Subgroup performance between Black and White students decreased (-4.0). Orleans Parish was one of 36 districts that reduced the gap between Black and White subgroups, but White students' scores were lower than the previous year. Within-group comparisons indicate greater losses (-) for White students than at-risk Black students attending public schools in Orleans Parish, -5.8(W) and -1.6(B), respectively.

Public school enrollment in Louisiana has dropped. Some adjacent parishes have shown growth, for example, St. Tammany Parish gained 1,107 students. Although Orleans Parish is the largest school system in the state, enrollment was 68,088 for 2002, down 2,824, and that drop was nearly double state officials' projection of about 1,500 students (*The Times-Picayune*, February 20, 2003).

Statewide, from October 1, 2001 to October 1, 2002, enrollment dropped 4,360 students, with Orleans Parish accounting for 64.7% of the loss. Recent figures for the Orleans Parish School District show, however, that enrollment was approximately 1,400 more students than the predicted enrollment of 65,400. Since 1997, when enrollment in the New Orleans Public Schools was about 81,000, there has been a continual decline. Enrollment figures for Orleans Parish stood at 66,818 for the 2003-04 school year (*The Times-Picayune*, October 14, 2003). However, this is roughly equivalent to a loss of approximately 14,183 students during the past 6 years. Enrollment figures for Orleans Parish indicate that approximately 49,500 students showed up on the first day, August 19, 2004.

Despite shrinking public school enrollment in New Orleans, at-risk and minority percentages in Orleans parish exceed the state and surrounding parishes. Generally, it has been demonstrated that schools that contain the highest numbers of at-risk students continue to experience the greatest difficulty in recruiting and retaining qualified personnel (*The Times-Picayune*, November 18, 2002). A recent State report, suggesting a link between failing public schools and teachers with weak professional scores, is even more alarming when one considers a major conclusion of the study: **"Teachers with high scores on professional exams tend to find jobs not in schools judged unacceptable under state performance standards, but in high-achievement schools"** (emphasis added). The study included the personnel and testing records of more than 31,000 teachers. (*The Times-Picayune*, February 24, 2003).

Breaux and Wong (2003) indicate that the trademark of effective schools is a high-performance culture in which all teachers take responsibility for the learning of all students. Increasing numbers of certified, respected, and experienced teachers, however, are leaving

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public education and the teaching profession for a variety of reasons (Hanushek, Kain, & Rivkin, *In Why Public Schools Lose Teachers*, 2001). A lack of qualified, certified teaching personnel in public schools with the greatest number of at-risk students creates serious deficiencies that may take years to solve.

Numerous studies have shown that the best way to improve student achievement is with a knowledgeable and skillful teacher (National Commission on Teaching and America's Future, 1996). Wyatt (1998) has shown that differences in teacher quality account for more than 90 percent of the variation in student achievement. Hanushek, et al. (2001) and Sanders (1996) have shown that students who have several effective teachers in a row make significant achievement gains, while those who have even two ineffective teachers in a row lose significant ground. Additionally, Sanders (1996) cites further research which indicates that, as a teacher's competence improves, lower-achieving students are the first to profit.

Highly qualified and outstanding teachers must be attracted and retained at schools with high at-risk populations. Leslie Jacobs, member of the State Board of Elementary and Secondary Education (BESE) and a chief architect of the state accountability program, says, "Poor, minority students are much more likely to be in schools that lack certified teachers and have teachers teaching outside their fields of certification. The No. 1 thing we have to do as a state is to get a qualified teacher in every classroom" (*The Times-Picayune*, November 18, 2002).

Nationally, United States data from the Third International Mathematics and Science Study (TIMSS, 1997) showed important differences in the content taught to students in different mathematics and science classes or tracks. Total school analyses provide cause for greater alarm. Students in remedial classes, typical eighth-grade classes, and pre-algebra classes were taught very different mathematics content than on-level and advanced-placement students. Reports from the National Assessment of Educational Progress (NAEP) in mathematics showed that "the number of advanced mathematics courses taken (at the secondary school level) was the most powerful predictor of students' mathematical performance after adjusting for variations in home background" (National Center for Educational Statistics, 1996, 1997, 1998). A student's opportunity to learn, or OTL, is related to equity issues when at-risk, and/or minority students are tracked into "basic skills" curricula that bear little resemblance to problem solving and higher-order thinking abilities or the kind of training that will prepare them for college. Opportunity to learn is additionally adversely affected when qualified certified personnel are not available.

EINSTEIN CHARTER SCHOOL is dedicated to the mission of combining equity and excellence in public school education. Public charter schools can keep students in public education by promoting academic choice and increasing the educational options for at-risk students whose academic needs are not being addressed within district neighborhood schools, District City Wide Access Schools (magnet), or private/parochial educational sectors.

(5.c.2) Unique Components of the Educational Program

EINSTEIN CHARTER SCHOOL will increase at-risk students' academic options and achievement through comprehensive, systemic reform that is based on curricula differentiation and instruction by knowledgeable, highly qualified, State-certified teachers in a site-based, high-involvement learning environment. Innovations and modifications will

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significantly affect the (1) content (2) process (3) environment, and (4) products of curriculum and instruction.

Technology will be integrated throughout the curriculum as a tool to solve problems, develop research, and organize information. Each grade level (by FY 6: three classrooms each) will be equipped with a portable computer lab containing 15 Apple computers with internal CD-ROM drives. Each floor of the school site will have an air base or wireless router installed to serve each grade level with wireless technology for Internet access for research and communication purposes. In researching the needs of **EINSTEIN CHARTER SCHOOL**, Apple wireless technology appears to be the most flexible and cost efficient system for Internet access. Apple computers are especially compatible with various digital media, e.g., video camera, digital camera, etc., and offer more hands-on alternatives for students. Additionally, Apple computers have a good record of remaining operable with minimal repair. In addition to the portable computer labs, each classroom will have a minimum of one printer through which the computers will be linked for printing and word processing. All methods of acquiring technology equipment for the students will be utilized. Technology accessibility and expanded use for students and parents will provide an important avenue to reduce the achievement gap between at-risk and non-risk students and equalize learning opportunities.

Although two Leadership Team members were involved in InTech and received specialized technological training, 10 IBM computers and 10 monitors, 2 big screen Net televisions, 2 printers, 2 scanners, and 2 digital cameras were not allowed to be moved from their previous school. It is anticipated that there will be other opportunities to acquire similar materials in the future.

(5.c.2.a.) Curriculum

1. Based upon **grassroots** model of curriculum development (See **(5.a.) Overview** for identified benefits of *grassroots* curriculum development model.) (content, process, environment, product)
2. Integrated curriculum (content, process, environment, product)
3. Specialized mathematics-science learning environment (content, process, environment, product)
4. Regards all stakeholders as learners (process, environment)
5. Differentiated (Renzulli, Leppien, & Hays, 2000) (content, process, environment, product)
6. Increased **curricular focus** on **mathematics** and **science** (Walberg, 1999) (content, environment)
7. Incorporates acceleration and enrichment (content, process, environment)
8. Standards-based, Benchmarks, GLEs (content)
9. Addresses relevant problems, concerns, and audiences (product)
10. Connects school experience with greater world (environment)
11. Involves teachers at more complex levels, (e.g., analysis, synthesis, evaluation) (content, process, environment, product)
12. Provides a framework for school-based action research for each component and flexibility to adjust variables (content, process, environment, product)
13. Provides a framework to contribute to the field of traditional research in education, e.g., causal/correlation studies (process,

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- environment, product)
- 14. Provides a baseline for program replication (content, process, environment, product)
- 15. Increased opportunity to learn (OTL) across content areas (content, process, environment, product)
- 16. Exceeds state "minimum time allotments for English Language Arts, mathematics, and science (content, environment)
- 17. Exceeds state requirements for length of school day by 60 minutes (420 min. vs. 360 min.) (content, environment)
- 18. Provides a daily, optional, free, extended-day (60 min.) Study Hall for all students which may be used for tutoring, homework, etc. (content, process, environment)
- 19. Built in schedule flexibility (content, environment)
- 20. Increased planning and on-site collaborative time for teachers without a decrease in students' instructional time (process, environment, product)
- 21. Maintains the integrity the instructional day by ensuring that instructional time in content areas remains intact (content, environment)
- 22. Provides a continuous, six-week enrichment program throughout the school year (content, process, environment, product)
- 23. After-school enrichment/clubs program provides learning opportunities for adult/community members, including school personnel (content, process, environment, product)
- 24. Involves and encourages university affiliations in learning and research opportunities (content, process, environment, product)
- 25. Provides for increased use of technology among all stakeholders (process, environment, product)
- 26. Involves community revitalization and expansion (content, process, environment, product)
- 27. Includes Community Service Component (content, process, environment, product)
- 28. Actual reduction of instructional personnel to student ratio (process, environment, product)

(5.c.2.b.) Instructional Strategies

- 1. Interdisciplinary Approach
- 2. Research-based
- 3. Multi-sensory
- 4. Incorporates wide variety of materials and resources, including State-approved textbooks
- 5. Flexible groupings
- 6. Utilizes knowledge of learning styles and areas of interest
- 7. Utilizes knowledge of multiple intelligence
- 8. Utilizes knowledge of brain research
- 9. Encourages inquiry and higher-order thinking
- 10. Incorporates themes and interrelated concepts
- 11. Multiple opportunities for interdisciplinary problem solving
- 12. Incorporates modified processes, (e.g. Taxonomies, simulations,)
- 13. Incorporates modified products and student responses (e.g.,

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- products consistent with learning style, self-evaluation)
- 14. Incorporates valid audiences (peers, organizations)
- 15. Encourages complexity
- 16. Encourages creativity (originality, fluency, flexibility, elaboration) in thinking and products
- 17. Incorporates opportunities for self-direction and self-management
- 18. Connects learning and living (e.g., adaptation, vocations, professions)
- 19. Connects academic relevance with daily life
- 20. Aligned with curriculum content and assessment
- 21. Extends beyond the traditional school day
- 22. Addresses student and adult-learner needs
- 23. Provides a basis for school-based, action research
- 24. Provides another variable for traditional educational research
- 25. Adjusts for continuum of learner- and content-centered curriculum
- 26. Incorporates technology
- 27. Allows flexibility in content, process, environment, and product
- 28. Eclectic and allows teacher to draw from a variety of approaches that have been demonstrated to be effective
- 29. Allows flexibility and open-endedness (unscripted, allows for greater complexity, calls for teacher judgment and expertise)

(5c.2.c.) Parental/Community Involvement

- 1. Offers viable school choice option
- 2. Increases public school options
- 3. Accommodates district-wide enrollment
- 4. Fits definition of "small school"
- 5. Admissions process utilizes parental input
- 6. Admissions process recognizes sibling preference
- 7. Parental input sought on all levels of school operation
- 8. Recognizes parent as stakeholder and co-learner
- 9. School design encourages the development of a friendly, receptive, and personal learning environment
- 10. Meets parental and student needs for orderly progression from elementary through the middle grades
- 11. Meets parental and student needs for proper academic preparation for selective, college-preparatory high schools
- 12. Opportunities to participate in school learning with child in after-school enrichment courses
- 13. Incorporates training and/or coursework for parents' academic, professional, and personal needs in after-school program
- 14. Provides parents and interested community members with increased knowledge in academic content, methodology, parenting skills, guidance, social skills, games (Chess, Academic Games, playground, etc.)
- 15. Provides guided, cooperative opportunities to meet and interact with highly skilled and knowledgeable personnel from a variety of fields, including educational personnel
- 16. Provides opportunities for access to technology
- 17. Encourages parental feedback and provides opportunities

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- for decision-making
- 18. Provides a variety of after-school learning choices
- 19. Provides for the involvement of all stakeholders
- 20. Maintenance of safe and orderly environment addresses parental safety concerns
- 21. Consistent disciplinary procedures
- 22. Free 1-hour study hall from 3:00-4:00 helps meet parental concerns with homework
- 23. After-school elective (enrichment) program offers free/sliding scale fees to assist parents
- 24. Program reflects independent, non-public type learning activities and opportunities
- 25. Ensures assistance with choice options and admission procedures by qualified personnel for the transition from 8th grade to high school
- 26. Provides a mechanism for community involvement and revitalization
- 27. Establishment of a Advisory Board composed of university professors, textbook authors, mathematics and science experts, and respected community figures

(5c.2.d.) Governance Structure

- 1. LEADERSHIP TEAM members are classroom teachers
- 2. SCHOOL LEADERSHIP TEAM includes highly experienced and successful educators
- 3. LEADERSHIP TEAM members hold valid, current Louisiana teaching certificates, with 71% attaining Masters Degrees
- 4. LEADERSHIP TEAM members have regular education, special education, assessment, and administrative experience
- 5. LEADERSHIP TEAM members have extensive experience working with each other at the school-site level
- 6. LEADERSHIP TEAM is the on-site governing entity of the school and have direct contact with The Einstein Group, Inc.
- 7. Model departs from traditional administrative and bureaucratic structures
- 8. Lead Teacher replaces principal/director position
- 9. Lead Teacher is selected by LEADERSHIP TEAM
- 10. LEADERSHIP TEAM members share equal power and decisional responsibilities
- 11. Half of the LEADERSHIP TEAM members are already LaTAAP trained assessor/mentors
- 12. A minimum of one LEADERSHIP TEAM member will hold the appropriate "Principal" certification endorsement
- 13. Governance structure assures the continuation of State evaluation requirements for certification
- 14. Governance structure reduces reliance on one individual to operate the school
- 15. Encourages collaboration and sharing of school-site expertise
- 16. Opens school-site and parental/community communication lines
- 17. Increases accountability and responsibility for operations

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18. Increases opportunities for monitoring and feedback
19. Encourages professionalism
20. Promotes consistent school operation and service delivery
21. LEADERSHIP TEAM shares common operational knowledge
22. Increases opportunities for collaborative decision-making
23. Increases opportunities for direct and immediate input from all stakeholders
24. Reduces formal and informal communication barriers
25. Reduces bureaucratic obstacles
26. Builds respect for teaching profession
27. Reduces the authority demarcation between the administrative office and the classroom
28. Increases school-wide decisional impact for teaching faculty
29. Promotes the development of school-wide initiatives and plans
30. Provides a mechanism for educational research
31. Provides a framework for program replication
32. Encourages personal initiative and increases job satisfaction and motivation
33. Provides team support for teaching faculty
34. Promotes daily teacher attendance in a team atmosphere

(5c.2.e.)

Professional Development

1. Teachers have direct and immediate input into program
2. Teachers have direct input into school curriculum
3. Increases the professional competence of teachers
(See **grassroots** model in **Overview**.)
4. Assures teacher involvement and buy-in
5. Promotes respect for and among teachers
6. Supportive (increased face-to-face opportunities) team environment
7. Increases understanding among all stakeholders
8. Increased school-site, decision-making opportunities
9. Program provides innovative, motivational environment
10. Administrative opportunities for teachers to develop leadership skills
11. Collegial mentoring opportunities
12. Opportunities for professional advancement
13. On-site certification assistance and alternative programs for teachers by experienced educators
14. Job-embedded (school-day) staff development opportunities
15. Flexible scheduling
16. Expands teachers knowledge base in each discipline
17. Incorporates use of auxiliary personnel and paraprofessionals
18. Incorporates daily planning opportunities with grade-level and cluster colleagues
19. Expands opportunities for school wide impact
20. Optional participation opportunities in enrichment programs
21. Opportunities for research development
22. Assistance with the pursuit of advanced educational degrees and/or certifications

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23. Grant opportunities
24. Consistent disciplinary environment
25. Involves choice
26. Unique charter school environment
27. Encourages personal initiative and accomplishment
28. Promotes team collaboration
29. Promotes diversity among faculty
30. Provides technological support
31. Provides for continuation of union, professional educator affiliations, etc., with noted exceptions (See **PERSONNEL: Collective Bargaining.**)
32. Allows for uninterrupted service years in State of Louisiana Teacher Retirement System
33. Adheres to State Charter Law regarding School District employment options, e.g., Leave of Absence, etc.
34. Adheres to State attendance requirements for teachers and students, with noted exceptions (See **School Calendar.**)
35. Maintains same medical, dental-vision, and insurance options available to State public employees
36. Encourages university affiliations and enrollment options
37. Intensifies national, state, and local initiatives to recruit and maintain qualified teaching professionals in education, particularly with high at-risk populations

(5.d.) Students with Special Needs

At-risk students will benefit from integrated and interdisciplinary curricula. In addition to the programmatic implications described previously for at-risk students, focusing on disciplinary interrelationships, particularly in mathematics and science, will help at-risk students learn meaningful, relevant content and processes that correlate with high achievement and success in high-stakes testing. Additionally, the curricular focus on mathematics and science will ensure that at risk/minority populations are academically prepared to participate in higher-level course placements. The increased length of the school day, an organized 1-hour study hall (homework, tutoring, enrichment, etc.), and an after-school enrichment program/clubs will ensure that students' intellectual needs will receive greater rigorous academic attention.

EINSTEIN CHARTER SCHOOL will provide the appropriate personnel to properly address the academic program of those students who have IEPs (Individualized Education Plan) based upon identified exceptionalities, e.g., Gifted, Talented, Learning Disabled, etc. **EINSTEIN CHARTER SCHOOL** will comply with all State and federal laws and regulations applicable to public schools with respect to individuals with disabilities/"Special Population" students as follows:

PUBLIC LAW 101-476, Individuals with Disabilities Education Act (IDEA): 20 U.S.C. 1400-1485; 34 C.F.R. 300; Section 504 (Non-discrimination under Federal Grants) of PUBLIC LAW 93-112, The Rehabilitation Act of 1973: 29 U.S.C. 701-797(b), 29 U.S.C. 706(8); 34 C.F.R. 104; Title II of PUBLIC LAW 101-336, The Americans with Disabilities Act of 1990 (ADA): 42 U.S.C. 12101-12113; 29 C.F.R. 1630; 28 C.F.R. 35-36; PUBLIC LAW 105-17 (1997 Amendments), Individuals

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with Disabilities Education Act and; PUBLIC LAW 99-380, Family and Educational Rights and Privacy Act (FERPA) a.k.a. the Buckley Amendment : 5 U.S.C. 552(a), 20 U.S.C. 1232(g); 34 C.F.R. 99.1

EINSTEIN CHARTER SCHOOL will comply with State law and regulations regarding "Special Populations" according to Louisiana State Department of Education **Bulletins**, as follows:

BULLETIN 1706 – Regulations for Implementation of The Education of Exceptional Children's Act (Act 754), with reference to Section 459, which deals specifically with the discipline of special education students

BULLETIN 1508 – Pupil Appraisal Handbook

BULLETIN 1530 – Louisiana's IEP Handbook

BULLETIN 1573 – Complaint Management System

BULLETIN 1872 – Extended School Year Handbook

BULLETIN 1879 – Guidelines for Related Service Personnel

BULLETIN 1886 – Special Education Transportation Guide

EINSTEIN CHARTER SCHOOL will utilize its share of Special Education funds from federal and State sources (beyond that provided in the MFP) for each enrolled pupil entitled to special education services. As a Type 1 charter school, **EINSTEIN CHARTER SCHOOL** is entitled to receive notice of appropriate services and information, including notifications of training, technical assistance activities, meetings and conferences through the New Orleans Public Schools and/or the Louisiana State Department of Education, The Division of Special Populations.

(5.e.) Promotion Policy

An enrolled student at **EINSTEIN CHARTER SCHOOL** shall have mastery of grade-appropriate skills (Grade-Level Expectations – GLEs) before being recommended for promotion or promoted, according to state and local requirements as follows:

(1) Performance in Required Course(s) of Study

a. Kindergarten:

1. The pupil shall attain at least 70% of the required grade level **benchmarks** and GLEs (**State mandated**) (PPP 3.20, 2003-2004, NOPS).

b. **Grade 1:**

1. The pupil shall attain at least 70% average in **each** of the promotional subjects of **reading, English/language arts, and mathematics** based upon the required grade level benchmarks and GLEs (**State mandated**) (PPP 3.20, 2003-2004, NOPS).

c. **Grade 2:**

1. The pupil shall attain at least 70% average in each of the three promotional subjects of **reading, English/language arts, and mathematics** based on the required grade level benchmarks and GLEs (**State mandated**) (PPP 3.20, 2003-2004, NOPS).

d. **Grade 3:**

1. The pupil shall attain at least a 70% average in each of the promotional subjects of **reading, English/language arts** (oral and written communication, handwriting, and spelling), and **mathematics** based on the required grade level benchmarks (**State mandated**) (PPP 3.21, 2003-2004, NOPS).

2. The pupil shall attain at least a 70% average in each of the promotional subjects of science and social studies.

e. **Grades 4, 5, and 6**

1. The pupil shall attain at least a 70% average in each of the promotional subjects of **reading, English/language arts** (oral and written communication, handwriting, and spelling), and **mathematics** based on the required grade level benchmarks (**State mandated**) (PPP 3.21, 2003-2004, NOPS).

2. The pupil shall attain at least a 70% average in each of the promotional subjects of science and social studies.

f. **Grades 7 and 8**

1. The pupil shall attain at least a 70% average in each of the promotional subjects of **language arts** (oral and written communication, handwriting, and spelling) and **mathematics**, based on the required grade level benchmarks (**State mandated**) (PPP 3.21, 2003-2004, NOPS).

2. The pupil shall attain at least a 70% average in each of the promotional subjects of science, social studies, and health and physical education.

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(2) **Performance on the LEAP 21-CRT**

a. **Grade 4**

For grade 4, promotion is also dependent on attainment of the performance level required by the State Accountability System on LEAP 21 (**State mandated**) (PPP 3.21, 2003-2004, NOPS).

b. **Grade 8**

For grade 8, promotion is also dependent on attainment of the performance level required by the State Accountability System on LEAP 21 (**State mandated**) (PPP 3.21, 2003-2004, NOPS).

(3) **Attendance**

Grades K, 1, 2, 3, 4, 5, 6, 7, and 8

The pupil will also attend a minimum of 160 days of school (**State mandated**) (PPP 3.21, 2003-2004, NOPS).

(4) **Special Education: Promotion for Pupils Participating in Regular LEAP 21**

a. **Promotion** for pupils with disabilities enrolled in grades 3, 5, 6, and 7 who **are participating in on-level testing** shall be the same as for regular education pupils (PPP 3.23, 2003-2004, NOPS).

b. **Promotion** for pupils with disabilities enrolled in grades 4 and 8 who **are participating in on-level testing** shall be in accordance with the adopted policies of the SBESE (PPP 3.23, 2003-2004, NOPS).

EINSTEIN CHARTER SCHOOL will comply with all requirements of the Louisiana State Accountability System and testing programs regarding promotion as follows:

Performance on the LEAP for the 21st Century (LEAP 21) will be used as the principal criterion for promotion in grades 4 and 8 (**State mandated**) (PPP 3.46, 2003-2004, NOPS).

In accordance with state requirements, all pupils in grades K-12 shall be expected to be in attendance every regular activity day as scheduled by the school board. In order to be eligible to receive grades earned to determine promotion or non-promotion, pupils in grades K-12 shall be present a minimum of 160 days per year (**State mandated**) (PPP 3.48-

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3.49, 2003-2004, NOPS). Exceptional pupils must fulfill the same attendance requirements as regular pupils (**State mandated**) (PPP 3.49, 2003-2004, NOPS).

EINSTEIN CHARTER SCHOOL shall make determination decisions for its eighth-grade students, where applicable. For example, regarding mathematics, a determination of "Recommended"/"Option" Sequence will be made during 7th grade for each student. Based upon review and recommendations from the SCHOOL'S mathematics faculty and the LEADERSHIP TEAM, one of the following sequences will be recommended: Recommended Sequence 1: Math 8; Recommended Sequence 2: Math 8; Option Sequence 1: Algebra I, Part I; or, Option Sequence 2: Algebra I.

According to criteria in *Bulletin 741* (revised), an elementary pupil shall be eligible to receive high school credit in certain eligible courses listed in the program of studies (State mandated, PPP 5.2, 2003-2004, NOPS). In cases where students are enrolled in Option Sequences that involve advanced credit, appropriately certified teaching personnel at the SCHOOL will instruct students for appropriate credit/Units. **EINSTEIN CHARTER SCHOOL** shall make provisions for parental and student input in instructional sequence and/or placement decisions with appropriate notice to all concerned parties.

(5.f.) Grading System

In grades K - 8, the following grading method will be used:

Individual grades and averages are expressed as letter grades (PPP 3.24, NOPS).

Numerical grades are converted to letter grades for placement on the official document **Form 44** and the report card according to the following scale (PPP 3.24, NOPS):

93 - 100	=	A (4 quality points)
85 - 92	=	B (3 quality points)
75 - 84	=	C (2 quality points)
70 - 74	=	D (1 quality point)
0 - 69	=	F (0 quality points)

Letter grades are averaged for (quarterly) session and final grades. When averages are calculated, the following conversion table (PPP 3.25, NOPS) is used to assign a letter grade to the quality point average:

<u>Quality Points</u>	<u>Grade</u>
3.5 - 4.0	A
2.5 - 3.49	B
1.5 - 2.49	C
0.6 - 1.49	D
0 - 0.59	F

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All regular and special education students will receive quarterly (9-week period) written report cards (Form #502 and Form #503, NOPS).

Appropriate quarterly assessments/tests are required in all promotional subjects (See **Promotion Policy, 1. a., b., c.**). The quarterly assessment/test counts for $\frac{1}{4}$ of the total grade (PPP 3.22, NOPS) and is one part of a comprehensive assessment system.

Performance assessment in each promotional subject area, other than the quarterly assessment/test, counts for $\frac{1}{4}$ of the total grade. Consistent with Marzano, Pickering, and McTighe (1993), *performance assessment* refers to a variety of tasks and situations in which students are given opportunities to *demonstrate* their understanding and to thoughtfully *apply* knowledge, skills, and habits of mind in a variety of contexts. Assessment information for each student will be gathered from a variety of sources, including but not limited to performance tasks, observations, student self-assessment, and traditional (teacher-constructed/published) tests.

All special education students will have access to general education curricula identified according to State guidelines, including Standards-based, integrated and interdisciplinary curricula. Special Education students' IEP goals and objectives shall indicate access to regular education curriculum Standards/ benchmarks (PPP 3.33, NOPS). All special education students will receive a quarterly (9-week) Special Education Progress Report Form concurrent with regularly scheduled report card distribution(s).

Report card grades for special education students in gifted classes will reflect grade level work. Any above-grade-level performance will be reported on the Special Education Progress Report Form that correlates with the content area(s) goals and objectives on the student's Individualized Education Plan (IEP). If two or more teachers teach the same student the same subject area, the on-level grade shall be determined by averaging the grades (or a percentage based on the amount of time spent with each teacher).

Report card grades are not given for talented areas, i.e. TAV, TAM, TAT, but the teacher of record in the talented area(s) is encouraged to collaborate with students' regular education teacher(s) and provide input to regular classroom teachers regarding individual academic performance.

A **cumulative folder (Form #001: Grades K-6 and Grades 7-8)** (State mandated) will be maintained on every student enrolled in **EINSTEIN CHARTER SCHOOL**. Each student's cumulative folder will include all applicable items in the designated Pupil Progression Plan (PPP 11, 11.1, 2003-2004, NOPS)). A separate Special Education Cumulative Folder will be maintained on every exceptional pupil enrolled in the **SCHOOL** (State mandated).

EINSTEIN CHARTER SCHOOL shall make a minimum of one (1) written official request for enrolled students' cumulative folders from the last District school attended by the pupil. For schools outside of the District and/or outside of the state of Louisiana, the parent/guardian is responsible for securing copies of student transcripts and/or other documents deemed

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relevant for admission, enrollment and/or placement purposes by either the parent/guardian or **EINSTEIN CHARTER SCHOOL** personnel.

Upon written request, a transferring student's cumulative folder will be sent in a timely manner from **EINSTEIN CHARTER SCHOOL** to the student's District school within the State, i.e., the school the pupil would normally attend if not attending the charter school, based on residence. A transferring student's original cumulative folder will not be sent to non-public schools. A student's original cumulative folder will not be sent outside the State. **EINSTEIN CHARTER SCHOOL** shall comply with all provisions and regulations of the Family Educational Rights and Privacy Act of 1974 ("Pupil Records and Privacy Rights of Parents and Pupils," Section 5125.1R of the Policies Manual) governing access to and the disclosure of information from pupil records.

The teacher's copy of each enrolled pupil's report card will be kept on file in the **SCHOOL** office (**Elementary Report Card Copy**) (PPP 11.1, NOPS). The office record of grades and placement will be on permanent file in the **SCHOOL (Elementary Office Record Card)** (PPP 11.1, NOPS). All special education records, as specified in the Individuals with Disabilities Act (IDEA) – Part B, LEA Application, will be confidentially and securely maintained.

EINSTEIN CHARTER SCHOOL will adhere to all applications of computer technology for pupil record keeping, according to the designated Pupil Progression Plan (PPP 11.1, 11.2, 2003-2004, NOPS) and invites notification by the LDE of all training sessions related to this purpose.

(5.g) Compliance

1) **EINSTEIN CHARTER SCHOOL** will prepare enrolled students for examinations required by the State Board and by law as a requirement for matriculation through the elementary grades and for formal entrance into high school at the 9th grade.

EINSTEIN CHARTER SCHOOL will prepare students for any and all examinations required by the State Board or by law as a requirement for entrance into public high schools. There will be no deviation in the traditional Carnegie unit approach should any enrolled elementary student **be eligible to receive high school credit in certain eligible courses listed in the program of studies** (PPP 5.2, 2003-2004, NOPS), according to criteria in *SDE Bulletin 741*. In such cases, the appropriately certified teaching personnel will be made available at the school to teach those courses for which eligible students can earn Carnegie units.

(1.a) Performance on the LEAP 21-CRT: Grade 8

For grade 8, promotion is also dependent on attainment of the performance level required by the State Accountability System on LEAP 21 (**State mandated**) (PPP 3.21, 2003-2004, NOPS).

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(1.b) Attendance

The pupil will also attend a minimum of 160 days of school (**State mandated**) (PPP 3.21, 2003-2004, NOPS).

(1.c) Special Education: Promotion for Pupils Participating in Regular LEAP 21

Promotion for pupils with disabilities enrolled in grade 8 And **who are participating in on-level testing** shall be in accordance with the adopted policies of the SBESE (**State mandated**) (PPP 3.23, 2003-2004, NOPS).

(1.d) EINSTEIN CHARTER SCHOOL will comply with all requirements of the Louisiana State

Accountability System and testing programs regarding promotion as follows:

Performance on the LEAP for the 21st Century (LEAP 21) will be used as the principal criterion for promotion in grades 4 and 8 (**State mandated**) (PPP 3.46, 2003-2004, NOPS).

To promote the timely and orderly transition for students throughout the grades, **EINSTEIN CHARTER SCHOOL** shall make placement/determination decisions. For example, regarding mathematics, a determination of "Recommended"/"Option" Sequence will be made during 7th grade for each student. Based upon review and recommendation from the SCHOOL'S mathematics faculty and the SCHOOL LEADERSHIP TEAM, one of the following sequences will be recommended: Recommended Sequence 1: Math 8; Recommended Sequence 2: Math 8; Option Sequence 1: Algebra I, Part I; or, Option Sequence 2: Algebra I.

According to criteria in *Bulletin 741* (revised), an elementary pupil shall be eligible to receive high school credit in certain eligible courses listed in the program of studies (State mandated, PPP 5.2, 2003-2004, NOPS). In cases where students are enrolled in Option Sequences that involve advanced credit, appropriately certified teaching personnel at the SCHOOL shall instruct students for appropriate credit/Units. **EINSTEIN CHARTER SCHOOL** shall make provisions for parental and student input in instructional sequence and/or placement decisions with appropriate notice to all concerned parties.

2) The **EINSTEIN CHARTER SCHOOL** year shall include the State-required 180 days of instruction. The SCHOOL day will be 60 minutes longer than the State-mandated requirement of 360 minutes, i.e., 7 hours/day at 420 minutes (See **5.b. Curriculum and Instruction: 1. School Schedule; (5.b.(1.a)) Daily Schedule; (5.b.(3)) School Calendar**).

The optional daily Study Hall (1 hour from 3:00 – 4:00PM provides an additional 60 minutes) is available to all students to promote increased learning time and availability of instruction by qualified, State-certified teaching personnel. Therefore, a student attending **EINSTEIN CHARTER SCHOOL** during the regular SCHOOL day who also enrolls in the Study Hall will have 480 minutes (8 hours per day) of daily instruction. This would exceed the State-mandated requirement of 360 minutes by 120 minutes daily.

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Within the 180 days of operation, the SCHOOL days shall consist of repeating 10-day cycles as follows: Days (1) (4) (7); (2) (5) (8), and; (3) (6) (9), each 7-hour days (420 min. per day x 9 days = 3,780 min.) + Day (10), a 4-hour day = 240 min.), totaling 4,020 instructional minutes (contrasting traditional time of 360 min. per day x 10 days = 3,600, an increase of 420 minutes of instructional time). The last 2 hours (120 min.) on Day (10) will be used for professional development, and students will be dismissed.

3) **EINSTEIN CHARTER SCHOOL** follows State-mandated content curriculum requirements and adheres to the orderly progression (i.e., promotion) of students throughout the grades. The continuity of the academic program and rigorous curriculum at the SCHOOL, including adherence to Louisiana Accountability testing, uniform grading scale (NOPS) and report cards, special education Individualized Education Program (IEP) Forms and Progress Reports, etc., will ensure the ability of any student to transfer back to public school, due to any circumstances.

Any student who transfers from **EINSTEIN CHARTER SCHOOL** to a district or State school during the school year should request an official release form to be completed by an official designee of the SCHOOL prior to reporting to the designated school. A student will not be reinstated or reentered at **EINSTEIN CHARTER SCHOOL** if an official lapse in enrollment during the school year causes the student to be dropped from the SCHOOL enrollment data base. The dropped student must reapply for admission as a new applicant within the next designated application period.

4) **EINSTEIN CHARTER SCHOOL** will adhere to all State-mandated requirements regarding content, minimum time allotment, scheduling, and courses for matriculation throughout the elementary grades and from 8th to 9th grade (See **5. EDUCATIONAL PROGRAM: (e) Promotion Policy (1) Performance in Required Courses of Study.**)

✓ **Quarterly Assessment/Test: Grades 1-5**

Appropriate quarterly tests are required in the promotional subjects.

✓ **Quarterly Assessment/Test: Grades 6-8**

Appropriate quarterly tests are required in the promotional subjects. Quarterly assessments are required in physical education.

✓ **Composite Quarterly Grades: Grades 1-8**

All work other than the quarterly assessment/test counts for $\frac{3}{4}$ of the total grade. The quarterly assessment/test counts for $\frac{1}{4}$ of the total grade.

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✓ **Pupil Progress and Grade Level Expectations (GLEs): Grades 1-8**

A pupil is evaluated in terms of his/her own progress in courses of study in which s/he is enrolled and in relation to Grade Level Expectations (GLEs) as listed in State and District curriculum guides.

✓ **Promotional Subjects (Based on the required Benchmarks and GLEs):**

Grade 1: Reading; English/Language Arts; Mathematics

Grade 2: Reading; English/Language Arts; Mathematics

Grade 3: Reading; English/Language Arts; Mathematics; Science; Social Studies

Grades 4, 5: Reading; English/Language Arts; Mathematics; Science; Social Studies

Grades 6, 7, 8: Language Arts; Mathematics; Science; Social Studies; Health & Physical Education

5) **EINSTEIN CHARTER SCHOOL** curricula will focus primarily on the intellectual domain with intellectual development defined as the acquisition of discrete technical academic skills, pursuant to R.S. 17: 3991(B)(20). No curriculum at the **SCHOOL** shall be offered that would limit in any way the ability of an enrolled pupil to attend any public school in the public school system and State of Louisiana that the student would otherwise attend if not enrolled in the **EINSTEIN CHARTER SCHOOL**.

Regarding the **SCHOOL'S** focus on intellectual development, a pupil shall have mastery of grade-appropriate skills before the pupil can be recommended for promotion or promoted [R.S. 17: 3991(B)(22)].

6. **EINSTEIN CHARTER SCHOOL** will be non-sectarian in its programs, admissions policies, and employment practices (See **I.C. Non-sectarian Questionnaire**).

The **SCHOOL** claims NO exemption from payment of employment security tax for its employees based on religious status. **EINSTEIN CHARTER SCHOOL** shall **NOT** (1) sponsor religious activities, such as church services; (2) teach religious values in the name of religion; (3) conduct or promote prayers by faculty or students during the school day; (4) Display religious symbols at school; (5) Use religious affiliation as a criteria for admission or employment; (6) Receive funding from a church or religious organization; (7) Profess a religious purpose; (8) Conduct, or require attendance in religious classes or functions, or; (9) Participate in any church functions, such as fundraisers for the church.

7. Sex education will correspond with age-appropriate instruction in other public schools of the State, and pupils will learn the biological, social, cultural, and psychological aspects of human sexuality and family life, pursuant to R.S. 17: 281.

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6. STUDENT ACCOUNTABILITY

(6.a) Measurable Objectives

Programmatic evaluation will include measurement of the following objectives:

(1) Significantly raise at-risk students' academic functioning levels and decrease the achievement gap between disadvantaged and non-disadvantaged peers; (2) Improve pupil learning and, in general, the public school system as a whole; (3) Increase the accessibility of quality education for all stakeholders, particularly those with limited resources; (4) Create professional opportunities for school personnel; (5) Encourage the use of different and innovative teaching methods and governance structures; (6) Promote stakeholder involvement and responsibility; (7) Develop a framework for local, bottom-up (grassroots) reform; (8) Strengthen educational accountability, and; (9) Provide a framework for experimental analysis, with opportunities for revision and replication.

Systemic reform is based upon five components: (1) Curriculum; (2) Instruction; (3) Governance Structure; (4) Professional Development, and; (5) Parental/Community Involvement.

EINSTEIN CHARTER SCHOOL will comply with all State and Federal accountability and assessment requirements, including but not limited to the Louisiana Accountability Indicators based on norm-referenced (NRT) testing for grades 3, 5, 6, 7, criterion-referenced (CRT) testing (State LEAP 21: Grades 4, 8); attendance (grades 3 - 8), and; dropouts (grades 7-8). Pre-assessment data, obtained from students' current-year, Fall standardized test scores, will be used to establish baseline for Spring post-assessment comparisons. Test results will be reported to the Orleans Parish School Board and the State. The school will adhere to all State-defined levels of "passing" regarding LEAP 21 (CRT).

EINSTEIN CHARTER SCHOOL will demonstrate improvement in the academic performance of its pupils annually and with a 3-year checkpoint that includes successive growth targets. Test data will be disaggregated and reported according to NCLB requirements. Annual comparisons will be in compliance with current State and Federal requirements for school performance (accountability growth targets) and annual reporting procedures.

The quality of the proposed curriculum and instructional practices will be evaluated according to the following criteria: (1) **Grassroots (bottom-up)** model of curriculum development relies on stakeholder input and decision-making that is **site-based, democratic, and individualized** (i.e., student, class, school, stakeholder specific); (2) **Integrated** curriculum development is based on the coherent presentation of relationships and interconnectedness in a discipline, particularly mathematics and science; (3) **Interdisciplinary** curricula promotes the presentation of disciplinary interrelationships throughout the total curriculum; (4) **Curricular focus** (Walberg, 1999) on **mathematics and science** promotes rigor and increases academic emphasis within the total curriculum; (5) **State Standards and GLEs (Grade Level Expectations)** provide the curricular framework; (6) **Higher-order thinking skills and problem solving** are emphasized; (7) **Decision-making** (i.e., bottom-up, unscripted, open-ended) is practiced among all stakeholders; (7) **Extended school day** (Before-school 1-hour Enrichment, 7-hour standard schedule, 1-hour Study Hall, and 2-hour after-school Enrichment Program) provides **increased Opportunity to Learn (OTL)** and **exceeds State minimal time allotments** for each content area; (8) Atmosphere promotes **responsiveness** to all stakeholders at the school site and in the community (business, colleges, universities); (9) The model provides **flexibility** and reduced response time for adjustments; (10) The model

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promotes **learning acceleration** and lays the foundation for advanced course placement, particularly in mathematics and science; (11) Community Service Learning Component promotes **community involvement** and **real-world, hands-on connections**; (12) The educational program provides content **relevancy** through affiliations with valid audiences and mentors, i.e., role models, field professionals, etc.; (12) **Differentiated** (Renzulli, Leppien, & Hays, 2000) instruction supports teachers' decisions regarding content, process, environment, and product to promote action research, content specialization, and learner personalization; (13) The model operates from the **inclusive** perspective that all stakeholders are learners and provides opportunities for learning and development; (14) Programmatic **options, electives, and choice** are provided for all stakeholders; (15) The model encompasses **science based** (NCLB) instructional approaches, **exemplary models** and and/or **national programs** that indicate and/or show promise of effectiveness for at-risk students, elementary- school students, middle-school students, adult learners, etc.

The extent of community support (stakeholder involvement) for the proposal/application

Project: Albert EINSTEIN MATHEMATICS CHARTER SCHOOL (Federal designation) is best determined by reviewing: (1) The **number of applications** submitted to the school following advertisement campaigns and community outreach programs; (2) The **number of presentations** made at public board meetings, business associations, and nonprofit organizations in response to interest in the school; (3) Community **attendance** at meetings, open houses, forums, fairs, and other presentations; (4) Increased funding and/or donations provided through **philanthropy**; (5) **Employment requests** by teachers and staff; (6) **Student enrollment**; (7) **Visits** to the school and requests for information; (8) **Letters of support**; (9) Number of new and recurring **business partnerships**; (10) **College and university partnerships**; (11) Number of **mentor and professional relationships**; (12) The formation of **clubs and organizations**; (13) Participation in **School-Parent-Teacher organizations**; (14) **Volunteer hours**; (15) Participation in **organizational and committee meetings**; (16) Attendance and participation in **school functions**; (17) Community and business **enrollment in after-school enrichment courses**, and; (18) Vacancies, lotteries, and **waiting lists**.

The ambitiousness of the objectives for EINSTEIN CHARTER SCHOOL will be evaluated according to the extent to which students' **academic functioning levels are increased** according to the following: (1) Gains between pre- and post-test standardized assessments (within student and same school year); (2) Gains between pre- and post-test standardized assessments (within student and successive school year(s)); (3) Gains in overall academic achievement levels that indicate **reductions in the achievement gap between at-risk students and non-disadvantaged peers**; (4) Gains in academic achievement levels between at-risk charter school students and comparable public school students (state and national norms), and; (5) Gains in mathematics and science achievement for at-risk students, measured by all of the above indicators. These academic achievement gains will demonstrate **Improved learning opportunities** and additional **viable options for educational choice** for stakeholders with limited resources and will **benefit the public school system as a whole** by improving at-risk students' academic functioning levels.

The proposed **grassroots reform** model of EINSTEIN CHARTER SCHOOL utilizes a bottom-up approach and site-based decision-making to **promote stakeholder involvement**. All components of school functioning, i.e., curriculum, instruction, governance, professional development, and parent/community involvement, are targeted for **restructuring**, including but not limited to developing **professional opportunities for teachers**, increasing teachers' participation in **school governance**, the use of research-based, effective teaching methodology, and opportunities for **educational innovation**. The project's success will

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depend on the degree of synchronicity, harmony, and balance of the reform components and demonstration of the **model's effectiveness** by meeting stated performance goals, and will not only provide a **framework for reform** with opportunities for **analytical research, program revision, and replication**, but will **enhance educational accountability** for all stakeholders.

The quality of the strategy for assessing achievement of the objectives for EINSTEIN CHARTER SCHOOL is based on the model's effectiveness and efficiency in meeting performance objectives regarding (1) Increased student achievement; (2) Better educational programs (3) Increased stakeholder involvement; (4) Innovative governance structure, and; (5) Improved educational and professional opportunities for teachers.

EINSTEIN CHARTER SCHOOL will comply with all State and Federal accountability requirements for all comparable public schools, including but not limited to adhering to the defined Louisiana Accountability Indicators which include norm-referenced (NRT) testing (i.e., IOWA: Grades 3, 5, 6, 7); criterion-referenced (CRT) testing (i.e., LEAP 21: Grades 4, 8); attendance (Grades 3, 4, 5, 6, 7, 8), and; dropouts (7, 8).

State charter school law additionally mandates the administration of standardized testing for annual pre- and post-assessment data to measure academic achievement levels and annual reports to the authorized public chartering agency, i.e., the Orleans Parish School Board. Additionally, the school will report all pre- and post-assessment data to the Charter Schools Administrator for the State Board of Elementary and Secondary Education (BESE). Test data will be disaggregated and reported according to NCLB requirements. Analyses of students' test data will indicate strengths and weaknesses and will be utilized for programmatic decisions. School-specific information obtained as part of State accountability procedures will provide the basis for each improvement cycle. Comparisons will comply with all State and Federal requirements for school performance (accountability growth targets) and annual reporting.

Performance Goals for Student Achievement:

- (1) There will be a minimum gain (+) of 5 percentile points in students' Composite Score (Total) at each grade level (i.e., 3rd – 8th grade) based upon the difference between pre- and post-test results on State-mandated norm-referenced tests (NRT)(IOWA).
- (2) There will be a minimum gain (+) of 5 percentile points in students' Total Mathematics Score (Applications and Procedures), Science Score, and Total Reading Score (Vocabulary and Comprehension) at each grade level (3rd – 8th) based upon the difference between pre- and post-test results on State-mandated norm-referenced tests (NRT) (IOWA).
- (3) Students will exceed the percentage of students who read on- or above-grade level in comparable schools according to at-risk and subgroup percentages.
- (4) The percentage of 4th graders who "pass" English-Language arts, mathematics, and science on State CRT measures (LEAP 21) will exceed the percentage of students in comparable schools according to at-risk and subgroup categories.

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- (5) The percentage of 8th graders who "pass" English-Language arts, mathematics, and science on State CRT measures (LEAP 21) will exceed the percentage of students in comparable schools according to at-risk and subgroup categories.
- (6) The percentage of 4th graders who perform at *Mastery/Proficient* in English-Language arts, mathematics, and science on State CRT measures (LEAP 21) will exceed the percentage of students in comparable schools according to at-risk and subgroup categories.
- (7) The percentage of 8th graders who perform at *Mastery/Proficient* in English-Language Arts, mathematics, and science on State CRT measures (LEAP 21) will exceed the percentage of students in comparable schools according to at-risk and subgroup categories.
- (8) A minimum of 10% of 8th graders will advance (based upon 4th grade LEAP 21) one performance level in mathematics and science on State CRT measures (LEAP 21).
- (9) Student daily attendance rates will exceed State and District percentages.
- (10) The dropout rate for 7th and 8th grade students will be no less than 75% lower than State and District levels.
- (11) There will be a minimum gain (+) of 2.5 percentile points in students' Composite Score (Total) at each grade level (i.e., K – 8th grade) based upon the difference between pre- and post-test results (same school year) on State-mandated norm-referenced tests according to Charter School Law.
- (12) There will be a minimum gain (+) of 2.5 percentile points in students' Total Mathematics Score (Applications and Procedures), Science Score, and Total Reading Score (Vocabulary and Comprehension) at each grade level (K – 8th) based upon the difference between pre- and post-test results (same school year) on State-mandated norm-referenced tests according to Charter School Law.

By FY 3:

- (13) The percentage of 4th graders who pass English-Language arts, mathematics, and science on State CRT measures (LEAP 21) will meet or exceed the State average.
- (14) The percentage of 8th graders who pass English-Language Arts, mathematics, and science on State CRT measures (LEAP 21) will meet or exceed the State average.
- (15) The percentage of 4th graders who perform at *Mastery/Proficient* in English-Language Arts, mathematics, and science on State CRT measures (LEAP 21) will meet or exceed the State average.
- (16) The percentage of 8th graders who perform at *Mastery/Proficient* in English-Language arts, mathematics, and science on State CRT measures (LEAP 21) will meet or exceed the State average.

The **quality of the school's educational program** will be based on the following criteria: (1) Discrepancy scores between student achievement projections and actual test data; (2) School-specific curriculum (documents) reflecting integrated (within discipline) and interdisciplinary (cross-discipline) curricula; (3) Alignment of school-specific curricula (crosswalk) with State Content Framework of Standards, GLEs (Grade Level Expectations), and assessment; (4) Inclusion of research-based, effective instructional methodology and programmatic components from national/exemplary models; (5) Provisions for relevancy,

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real-world applications; (6) Inclusion of formative and summative evaluation techniques at each level and for overall program; (7) Documentation of advanced functioning and advanced course placement in mathematics and science, and; (8) entry into college-preparatory high schools following 8th grade.

Increased stakeholder involvement will be measured by (1) The volume of participatory decision-making in the school's reform components (curriculum, instruction, governance, professional development, and stakeholder involvement); (2) Stakeholder attendance at school, school-related functions, including but not limited to activities related to school enrollment and community outreach efforts, and business and organizational meetings; (3) The annual volume of business partnerships, including but not limited to efforts to relate curriculum and learning to real-world experiences, training, and professions, obtain materials and equipment, and funding; (4) The volume of college, university, and medical affiliations and partnerships that result in advanced learning opportunities for stakeholders; (5) The volume of partnerships between local nonprofit organizations and the school for its Community Service Learning Component (CSLC).

The extent of parental/stakeholder involvement is based on the following: (1) The basis for parental involvement is the **choice** to apply for admission; (2) **All city-proper residents are eligible** to apply for the appropriate grade level (i.e., K - 8th grade); (3) All community members are **stakeholders**; (4) Stakeholder involvement, commitment, and participation are supported by the school's **grassroots reform model**; (5) **Stakeholder decision-making** has personal and school-wide impact across all areas of school functioning, e.g., curriculum, instruction, budgeting, etc.; (6) Educational programs include **parental and community enrollment and leadership opportunities**; (7) **Academic guidance** is provided to support parental decision-making, including but not limited to decisions about course options, electives, programming, and admission opportunities (following 8th grade); (9) The model supports parental communication in a **supportive school environment** and face-to-face contact, and; (10) The model promotes a **small-school, personal environment**.

The effectiveness of the school's **innovative governance structure** will be evaluated according to the following criteria: (1) The volume of participatory decision-making that has school-wide impact, including but not limited to decisions usually relegated to one individual or administrator; (2) Stakeholder attendance at team meetings that are designed to obtain stakeholder input prior to decisions that have school-wide impact; (3) The degree to which school-wide policies and procedures reflect stakeholder input; (4) The degree to which regular classroom teachers participate in governance and management decisions that have school-wide impact; (5) The degree to which all stakeholders perceive personal efficacy in school-wide decisions and management that reflect policies, procedures, and operation of the school; (6) The extent by which certified teachers seek and retain employment in the school based on their perceptions and expectations, including but not limited to beliefs about the teaching and learning environment, professional development, governance, etc.

Improved educational and professional opportunities for teachers at the school will be evaluated according to the following criteria: (1) The extent to which teachers pursue and enroll in advanced educational coursework, i.e., seek advanced degrees, National Board Certification, have endorsements added onto their State teaching certificate, etc.; (2) The extent to which mid-level professionals seek school employment and fulfill the requirements for Alternative Certification; (3) The extent to which teachers seek out and become a

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member of the school-site governance unit known as the School Leadership Team, and; (4) The extent to which teachers hold favorable perceptions of personal and professional efficacy and school climate.

The extent of the contribution the EINSTEIN CHARTER SCHOOL will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards is based on the following criteria: (1) Integrated and interdisciplinary curricula is based upon State Content Framework (Standards), GLEs (Grade Level Expectations), national disciplinary standards (e.g., National Council of Teachers of Mathematics, National Science Teachers Association, International Technology Education Association), exemplary models and State and national assessment criteria; (2) Integrated and interdisciplinary curricula, developed within State and national perspectives, promote coherence, relevancy, and the teaching of meaningful content and processes throughout the grades; (3) Integrated and interdisciplinary curricula promote the development of higher-order thinking skills, critical and creative thinking skills, and an understanding of connections and interrelationships; (4) **Grassroots** curriculum design perceives curriculum as evolving and responsive rather than static and fixed; (5) The **grassroots** curriculum design model promotes curricular and instructional differentiation (content, process, environment, and product) that is student-and-school specific and considers stakeholder expectations and needs; (6) The **curricular focus** on mathematics and science ensures greater opportunity for students to learn (OTL) relevant content and processes in these disciplines and academically prepares them for advanced course placement after 8th grade; (7) The **grassroots** model is school-and-stakeholder specific and does not rely on top-down directives; (8) The daily school schedule provides extended instructional and learning time, including but not limited to enrichment, acceleration, community involvement, mentoring, clubs, special interest areas, vocational-technical training, technology, professional accessibility, role models and valid audiences in mathematics and science, and real-world applications; (9) The on-site governance structure of the school Leadership Team combines the professional experience and knowledge of a core group of State-certified teachers and promotes continuity, commitment and stakeholder involvement; (10) The Leadership Team concept for the project overcomes over reliance on one individual to run the school and strengthens the concept of teamwork and stakeholder responsibility; (11) The daily school schedule promotes team collaboration, collegial mentoring, and job-embedded professional development opportunities for teachers, and; (12) Teacher's professional development will be enhanced through assistance with advanced degree programs and certification requirements, including but not limited to alternative teacher certification and university affiliations.

The likelihood that EINSTEIN CHARTER SCHOOL will meet its objectives and improve educational results for students, including during and after periods of Federal assistance is based on the following: (1) The reform effort is **comprehensive** and affects all school structures; (2) The intensely democratic orientation of the **grassroots reform model** is responsible for generating what have become the curriculum establishments' two most highly regarded axioms: (a) That a curriculum can be successfully implemented only if the teachers have been intimately involved in the construction and development processes, and (b) All stakeholders, including professional personnel, students, parents, and community members, must be included in the process (Smith, Stanley, & Shores, 1957); (3) The **model promotes flexibility, adaptability, and reduced response time** for adjustments and modifications; (4) The model **promotes stakeholder participation** through site-based decision-making throughout all reform components and **encourages team work**; (5) The model **reduces bureaucratic constraints**; (6) Decision-making at the level of impact tends to

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be more efficient; (7) The model increases stakeholder responsibility through goal sharing, group problem solving, and evaluation efforts; (8) The model improves stakeholder competence and feelings of efficacy through more and supported opportunities to make decisions that impact students and the total school; (9) The model ensures stakeholder commitment and precludes the need for special implementation procedures usually demanded by pre-packaged programs that rely on top-down, line-staff administrative procedures with prepared philosophical statements and objectives; (10) Curriculum integration promotes accelerated learning because it is based on the logical organization of the discipline, particularly in mathematics and science, and emphasizes teaching based on the interconnectedness among concepts; (11) Interdisciplinary (or cross-curricular) approaches to curriculum development and instruction promote accelerated learning by emphasizing relationships across all disciplines; (12) Integrated and interdisciplinary curricula and instruction provide increased opportunities to develop students' higher-order thinking skills; (13) Accelerated learning opportunities at elementary and middle school levels will improve students' academic functioning levels and provide preparation for enrollment in advanced courses prior to high school; (14) The extended school day provides students with greater opportunity to learn (OTL), a variable that is highly correlated with raising academic achievement levels and subsequent advanced-course participation; (15) The organization of the daily schedule promotes team collaboration, collegial mentoring, and job-embedded professional development opportunities for teachers; (16) Based on staffing projections, the low student to teacher ratio (11:1) will promote optimal conditions for teaching and learning; (17) Curricular focus on mathematics and science supports integrated and interdisciplinary curricula, academic rigor, program innovation, increased OTL, and preparation for advanced course placement in anticipation of at-risk students' entrance into college-preparatory high schools, and; (18) The school Leadership Team, composed of 8 Louisiana State-certified, experienced teachers, six who currently teach in the New Orleans Public Schools, will be the on-site governance unit and core group who will provide the experience, support, structure, and knowledge for the successful continuation of the school.

(6.a.1.) Pre-Assessment Data

Students' standardized test scores from spring testing, if available (See *Exceptions in this section), will be used as pre-assessment data. In Year 1, students with spring IOWA test scores from grades 3, 5, 6, and 7, i.e., 4th, 6th, 7th, and 8th grade applicants, respectively, will have current data regarding their academic functioning levels. **EINSTEIN CHARTER SCHOOL** will conduct its own pre-assessments for baseline data for "Exceptions," e.g., student was enrolled in private or parochial setting and test was not administered, student was enrolled in a grade during which standardized testing was not conducted. Spring (prior year) test results will allow analysis of NRT data for grades, classes and placement decisions, as well as provide baseline data from which to measure growth in the spring of the student's current attendance year.

- **Exceptions:** All entering Kindergarten through 2nd grade students will be administered a State-approved standardized pre- and post-test according to the accountability requirements of State Charter School Law.
- **Exceptions** exist for grades during which norm-referenced tests are not administered during the spring of the current year. For example, Year-1 4th graders will have 3rd-

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grade (prior spring) IOWA scores, but no 4th grade (current spring) IOWA scores. Instead, 4th graders will take a criterion-referenced test (LEAP), and the test results cannot be considered directly comparable. Similarly, Year-1 8th graders will have 7th-grade IOWA scores, but no 8th grade IOWA scores. They also will take the LEAP.

- **Exceptions** also exist for grade 3, during which the IOWA is administered in the spring of the current year, but there are no NRT results from the prior spring. **EINSTEIN CHARTER SCHOOL** will administer the IOWA to 3rd grade applicants for pre-test results.

*Therefore, in the absence of prior spring NRT results, pre-assessment testing for all students without scores, i.e. K-2, and 3rd and 5th grade applicants, and all other students without IOWA/standardized scores (i.e., new, non-public, current grade levels without norm-referenced testing) will be required.

Should an applicant to **EINSTEIN CHARTER SCHOOL** be a resident of Orleans Parish and has applied to a district magnet school, known as a City Wide Access School (CWAS), the District City Wide Access School (CWAS) Department of the New Orleans Public Schools supervises testing for students seeking admission to CWAS schools at all grade levels. Currently, CWAS applicants for grades K (Metropolitan Readiness Test), 1 (SESAT 1 – Stanford 9 Achievement), 2 (SESAT 2), 3 (Primary 1), and 4 (Primary 2) are administered a standardized test. The IOWA is administered to grade 5 applicants (current 4th grade students) and other students who lack IOWA test scores, e.g., non-public or transferring students.

(1) Because complete test batteries are not administered through CWAS (2) The IOWA is not administered to 3rd grade applicants, and (3) Mid-year norms are used, **EINSTEIN CHARTER SCHOOL** is unable to use CWAS-derived test results for assessment (pre- and post-test) purposes according to Charter School Law. **EINSTEIN CHARTER SCHOOL** will comply with the Louisiana State Department of Education regarding the proper form and availability of the IOWA and/or other standardized tests.

When **EINSTEIN CHARTER SCHOOL** conducts pre-assessment testing (i.e. prior Spring IOWA scores are not available), the following conditions will apply:

EINSTEIN CHARTER SCHOOL will:

- (1) Conduct testing on-site by early October.
- (2) Notify appropriate District/Louisiana State Department of Education personnel of the SCHOOL'S intent to conduct testing, including the dates and times of such testing.
- (3) Request permission to administer appropriate levels of the IOWA/other standardized tests.

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- (4) Request accessibility to the appropriate number and levels of the IOWA/standardized tests for administration through the appropriate District/Louisiana State Department of Education office.
- (5) Adhere to all State requirements regarding test security and monitoring.

Should EINSTEIN CHARTER SCHOOL be denied accessibility to the Alternate Form of the IOWA, its first choice, and/or other appropriate standardized tests, it shall adhere to #1, #2, and #5 above, with the following substitution for #3 and #4:

EINSTEIN CHARTER SCHOOL shall acquire appropriate numbers and levels of a norm-referenced test, properly identified as a test of academic achievement and based upon the District/Louisiana State Department of Education's permission regarding test suitability.

The SCHOOL shall not select or administer the *Stanford 9*, currently used for CWAS by the New Orleans Public School District, either in its entirety or in parts for **EINSTEIN CHARTER SCHOOL** pre- or post-assessments.

EINSTEIN CHARTER SCHOOL is responsible for all costs associated with the acquisition and scoring of pre-tests and costs not covered by the District/State for post-tests. The school shall apply for and utilize any federal charter school funds that are available for these purposes. **EINSTEIN CHARTER SCHOOL** shall either (1) directly submit the administered tests to the appropriate District/State office for forwarding, or (2) directly submit the administered tests to the testing company for scoring.

(6.a.2.) Post-Assessment Data

Students in grades K, 1, and 2 will take an appropriate standardized academic achievement test for pre- and post-test purposes according to Charter School Law. Students in grades 3, 5, 6, and 7 will take the Iowa Test of Basic Skills (IOWA) in accordance with State policies and guidelines. If **EINSTEIN CHARTER SCHOOL** engages in pre-assessment testing due to the absence of scores, it shall pre-assess (by early October) with the IOWA at grades 3, 4, and 8 and/or an appropriate standardized test for grades K, 1, 2, 5, 6, and 7. Post-assessment data will be available according to the regularly scheduled spring testing for 3rd graders. The school shall be responsible for costs incurred for acquiring and scoring the IOWA for grades 4 and 8. Should **EINSTEIN CHARTER SCHOOL** not be allowed by the State to administer an alternate form of the IOWA, then another suitable test of academic achievement will be administered to 3rd, 4th, and 8th graders, and the results will be compared between pre- and post-assessments.

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EINSTEIN CHARTER SCHOOL shall report all pre- and post-assessment data to the Charter Schools Administrator for SBESE (State Board of Elementary and Secondary Education).

The Louisiana Department of Education LEAP, criterion referenced tests (CRT), will be administered in grades 4 and 8 during the spring. **EINSTEIN CHARTER SCHOOL** shall adhere to all State-defined levels of "passing" regarding LEAP test performance.

Using the Louisiana Accountability Indicators, **EINSTEIN CHARTER SCHOOL** will demonstrate improvement in the academic performance of its pupils over the term of its existence, and specifically with a 3-year checkpoint that includes successive growth targets. The first projected growth target (Growth Target: 1) will be based upon pre-assessment data obtained from students' NRT scores; other available, State-mandated standardized scores that become available; LEAP scores, where applicable; attendance; and, dropouts (grades 7 & 8) with post-assessment data. Data will be disaggregated to yield as much information as possible, and will be reported according to NCLB requirements. Based upon pre-assessment data and the projections, post-assessment results will indicate the extent to which students have shown improvement. This information will provide the basis for the next cycle. Annual comparisons will be in compliance with current State requirements for school performance (accountability growth targets) and annual reporting.

(6.b.) Required Reports

(6.b.1.) Summary Semester Reports

EINSTEIN CHARTER SCHOOL will provide formative (on-going) and summative (cumulative) semester reports at least twice yearly. The SCHOOL will report academic results and other educationally relevant information to parents (relevant information for students), and community and business partners, based upon a variety of data sources, including, but not limited to norm- and criterion-referenced test performance, student performance data, enrollment figures, attendance and participation data (e.g., daily school, Study Hall, After-school Enrichment/Club Program, etc.) demographics, school processes, and perceptions.

The first summary report will be issued during the Fall semester, and the second report will be issued during the Spring semester. Both reports will be consistent in format. SCHOOL reports will be used to provide relevant information to the superintendent of the New Orleans Public Schools/designee, the Orleans Parish School Board, parents, community, and appropriate State Department of Education personnel regarding the school's progress toward meeting **SCHOOL Performance Goals**. An evaluation component for stakeholders will be built into SCHOOL reports for improvement, and feedback will be encouraged.

Demographic reports may include, but are not limited to information regarding mobility, housing trends, gender, race, ethnicity, health, percent of free/reduced lunch/public assistance, community development, and language proficiency. Perception data will include evaluations and surveys from all stakeholders to determine needs, measure school climate, and describe attitudes, expectations, and observations.

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Reports will include descriptions of daily and extended school schedules, the physical plant, strengths and weaknesses, organizational structure, and stakeholder involvement. For example, documentation will be developed to indicate the levels of stakeholder involvement, business partnerships, parent/community volunteerism, etc., including but not limited to varied formats such as quarterly reports, IEPs, Accommodation Plans, workshops, PTO meetings, disciplinary proceedings, hearings, extended school day programs, and/or LEADERSHIP TEAM actions.

(6.b.2.) Quarterly Reports

EINSTEIN CHARTER SCHOOL will regularly assess the academic progress of pupils and share this information with parents. Report card conferences for regular and special education students will be conducted quarterly and aligned with the District calendar. At least three times a year, teachers will review students' written report cards with parents. Regular education report cards will reflect the pupil's mastery of grade-level skills. Special Education Gifted students' progress reports will reflect grade-level and above-grade level performance.

(6.b.3.) Comprehensive Three-Year Report (OPSB and State Board)

Using the Louisiana Accountability Indicators, **EINSTEIN CHARTER SCHOOL** will demonstrate improvement in the academic performance of its pupils over the term of its existence, and specifically with a 3-year checkpoint that includes successive growth targets. **EINSTEIN CHARTER SCHOOL** will issue a **comprehensive** three-year (FYs 1, 2, and 3) report to the superintendent of the New Orleans Public Schools, the Orleans Parish School Board, and the State Board of Elementary and Secondary Education at the end of the third year to demonstrate satisfactory progress toward achievement of the school's stated performance goals pursuant to its approved charter. The importance of demonstrating progress toward stated goals is crucial and will determine the continuation of the **SCHOOL CHARTER** for an additional two-year period.

(6.b.4.) Submission of Test Scores

EINSTEIN CHARTER SCHOOL will report all pre- and post-assessment data to appropriate District personnel and the Charter Schools Administrator for the State Board of Elementary and Secondary Education.

(6.c.) Monitoring by Chartering Authority

The Orleans Parish School Board (OPSB) is the authorized public chartering agency for **EINSTEIN CHARTER SCHOOL** and has monitoring authority over the SCHOOL. Any or all

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methods and procedures by which the Orleans Parish School Board (OPSB) shall monitor the school shall be lawful and by mutual agreement, pursuant to the charter, between the OPSB and **The Einstein Group, Inc.** The school contact is the **LEAD TEACHER** and/or the **LEADERSHIP TEAM DESIGNEE**. The OPSB, State, Federal officers, or their designated officer(s) may visit and/or inspect the school at any time.

EINSTEIN CHARTER SCHOOL will comply with all laws, rules, regulations or prohibitions which are specifically cited in the sections of the State and Federal Charter School Law applicable to the monitoring of public schools by its authorized public chartering agency with regard to the following: (1) Pupil Assessment; (2) State-District Accountability System; (3) Attendance Reporting; (4) Dropout Reporting; (5) Semester and Quarterly Reports; (6) 3-Year Comprehensive Report, and; (7) Enrollment and Admissions Records.

EINSTEIN MATHEMATICS CHARTER SCHOOL will set its own schedule, including length of school day, registration, parent orientations, open house, report card conferences, professional development, and any other meetings necessary for its successful operation. In case of emergency, **EINSTEIN CHARTER SCHOOL** reserves the right to make reasonable determinations regarding early dismissal or closure of the school for students, instructional faculty or staff. Regarding unanticipated closures, the school will determine what schedule adjustments are necessary, if any, to meet the State-required 180 days of instruction, and notify appropriate District personnel.

(6.d.) Compliance

EINSTEIN CHARTER SCHOOL will comply with all laws, rules, regulations or prohibitions which are specifically cited in the sections of the Charter School Law applicable to the monitoring of public schools:

(6.d.1.) Pupil Assessment [17:3991 (C)(2); 17:3996(B)(17)]

EINSTEIN CHARTER SCHOOL shall conduct pupil assessments required by the State Board as for pupils in other public schools pursuant to R.S. 17.24.4.

(6.d.2.) School and District Accountability System [17:3996(A)(17); 17:3996(B)(18)]

EINSTEIN CHARTER SCHOOL shall adhere to any school and district accountability system required by law of a public school of similar grade or type.

(6.d.3.) Attendance Reporting [17:3996(B)(5)]

EINSTEIN CHARTER SCHOOL shall adhere to State and District attendance reporting requirements by law as for other comparable public schools.

7. ADMISSIONS

(7.a.) Attendance Area and Residency Requirements

All resident Orleans Parish students are eligible to enroll in **EINSTEIN CHARTER SCHOOL** for Kindergarten through 8th grade. District students who are currently enrolled in academically unacceptable (failing) schools and/or those who are in unsafe school settings (NCLB) are targeted for enrollment. Current data indicates that the *at-risk* percentage for Orleans Parish

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is 78.15% (October 2003 LEA-Level Student Data, *Multiple Statistics for Total Reported Public School Students* p.3). The school's at-risk enrollment will reflect the District percentage.

(7.a.1.) Proof of Domicile

Applicants must provide documentation that they are domiciled (live) in the attendance boundaries of the New Orleans Public Schools by providing 3 proofs of residency with the admission application. Copies of at least (not less than) three (3) parent/legal guardian proofs of residency must be the same address as the applicant's address (i.e., not an alternate address).

Picture identification documents and leases must be current, i.e., not expired. Bills (utility, telephone, etc.) and paycheck stubs should be no more than 4 months old. W-2 Form/Federal/State Income Tax returns should be no later than one (1) prior year.

Bills must be in the name of the parent/legal guardian. Post Office Boxes shall not be accepted as proof of residency. Service locations on bills shall not be accepted as proof of residency when the mailing address is a Post Office Box. Home address and date documentation must be present on each proof.

The following documents are acceptable proofs of residency:

State Driver's License	Sewerage/Water Bill
State Identification Card	Welfare Card
Utility Bill	W-2 Form
Telephone Bill	Letter from Case Worker
Voter Registration Card	Property Tax Form
Vehicle Registration	Payroll Check Stub
Current Lease	

Applicants from Families in Transition (living with someone and does not have proof of residence in own name)/Homeless may satisfy the domicile requirements for **EINSTEIN CHARTER SCHOOL** by contacting the appropriate District/State Department of Education Office for the Education of Children and Youth in Transition (Homeless).

An individual is not required to disclose information on documents that does not pertain to verification of domicile and may remove or obliterate such information. The parent/legal guardian is responsible for making all copies of required documents regarding residency requirements.

For enrolled students in **EINSTEIN CHARTER SCHOOL**, any concerns that the SCHOOL determines are relevant to attendance, tardiness, and/or the general welfare of the child, may be cause to initiate either announced and/or unannounced home visits by appropriate

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personnel. Additionally, (1) Failure to meet the domicile requirements established in the SCHOOL CHARTER or (2) Falsification of data for admission purposes may result in a recommendation for dismissal unless the individual can provide verifiable information or documentation as to why such a recommendation should not be made.

(7.a.2.) Guardianship Documentation (if applicable)

To establish guardianship, a Certified True Copy of the Transfer of Custody/Legal Guardianship must be provided to the SCHOOL upon request. The SCHOOL shall determine if additional information is necessary upon review of the required documents. Legal guardians must be (1) Appointed by the court; (2) Awarded custody by a court judgment, or; (3) Granted temporary or permanent custody by a state agency. Notarized statements will not be considered proof of guardianship.

(7.b.) Admission Requirements

EINSTEIN CHARTER SCHOOL uses an **open-admissions** policy. The school does not rely on test data, grades, attendance, or conduct for admission decisions. Admission to the school is non-discriminatory. All applicants who apply are eligible. A lottery is used to establish the order in which eligible students fill vacant seats. Grade-level lottery lists reflect the order in which students' names are pulled. All entries will be pulled and recorded until the pool is exhausted.

During the first year of operation (FY 1), the SCHOOL will give admission preference to co-applying siblings of students who have been offered placement and have been accepted by **EINSTEIN CHARTER SCHOOL**. Applications to the SCHOOL should be completed accurately to reflect the grade(s) and name(s) of co-applying sibling(s) to ensure that sibling preference is applied properly and does not interfere with admission procedures. Twins and members of multiple births applying to the same grade, although applying separately, will be entered as one entrant, should a lottery procedure be necessary. In the case of twins or multiple births, if one child receives a placement offer (i.e., there is an available seat and applicant is not on the waiting list), the other sibling(s) shall also have (a) placement offer(s) to the school.

During the month of April in Year 2 (FY 2+) and thereafter, **EINSTEIN CHARTER SCHOOL** will conduct an annual registration at the school site for enrolled students to verify their continued enrollment and to provide current domiciliary verification, consisting of the same minimum of at least three (3) domicile proofs that meet the same criteria set forth in the admissions process.

Admission preference will be given to the siblings of enrolled students who are in good standing, as long as the required at-risk percentage is maintained. Currently enrolled students in good standing and applying siblings will be provided with ample opportunity by the SCHOOL to exercise the right for preferential admission as long as the required at-risk percentage is maintained. Failure to meet the requirements of the school's pre-admission process, including timelines, for currently enrolled students and siblings who have made application may result in preference losses.

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(7.c.) At-risk Percentage

Current data indicates that the *at-risk* percentage for the New Orleans Public Schools is 78.15% (October 2003 LEA-Level Student Data, *Multiple Statistics for Total Reported Public School Students* p.3). Pursuant to R.S. 17: 3973(1) and R.S. 17: 3991(B)(1)(a)(i), **EINSTEIN CHARTER SCHOOL'S** at-risk enrollment will reflect the District percentage. The SCHOOL will seek to maintain at-risk student enrollment within the 75% - 85% range.

Based upon current enrollment data, the following is true regarding the SCHOOL'S targeted enrollment range for at-risk students: (1) The SCHOOL'S enrollment projection for at-risk students is higher than the current State at-risk enrollment percentage; (2) The SCHOOL'S projection exceeds the requirements of State law regarding at-risk enrollment in charter schools; (3) The SCHOOL range reflects District at-risk enrollment (78.15%); (4) The SCHOOL range exceeds the State minority enrollment percentage, and; (5) The SCHOOL range approaches the minority enrollment percentage of the District (96.42%) in which it is located.

(7.d.) The Admissions Process

(7.d.1.) The EINSTEIN CHARTER SCHOOL Admission Application

All students who submit **EINSTEIN CHARTER SCHOOL** applications are eligible for admission. **EINSTEIN CHARTER SCHOOL** does not use entrance testing or other academic criteria for admission decisions. Admission to the SCHOOL is noncompetitive and does not involve the use or ranking of test scores in any way or the calculation of points related to Grade Point Average (GPA), attendance or conduct. No minimum scores are required. An applicant's IOWA and/or other appropriately identified standardized test scores, where available, will serve as pre-assessment accountability data.

Upon admission, if an applicant does not have current and complete IOWA Test Battery scores/other appropriately identified standardized test scores, the applicant must register with **EINSTEIN CHARTER SCHOOL** to have a pre-test administered. The applicant assumes all responsibility for reporting to the testing session(s) as directed according to the place, date, and time established by **EINSTEIN CHARTER SCHOOL**.

Applicants are eligible only for the grade level for which they have applied. All fifth grade applicants must have taken the LEAP 21 test and must provide documentation of this requirement. Current 4th grade, non-public school students applying for 5th grade must schedule LEAP 21 testing *before* being allowed to enroll in District public schools. Completion of the registration process at **EINSTEIN CHARTER SCHOOL** is contingent on the school's receipt of LEAP 21 documentation for a student. SCHOOL assistance regarding this process is available upon request.

Students who require special testing accommodations indicated in their Individualized Educational Plan (IEP) or Section 504 Accommodation Plan should submit the appropriate documentation for testing. The appropriate documentation must be received prior to the applicant's scheduling for the IOWA/other appropriate standardized tests. Test accommodations should not differ from the accommodations provided in the classroom during instruction and assessment indicated on the student's IEP or Section 504 Accommodation Plan.

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An admitted applicant's complete and current IOWA/appropriate standardized test scores are crucial to charter school accountability procedures and State law, policies, and regulations, specifically with regard to pre- and post-assessment data to assess the success of the SCHOOL in meeting its Performance Objectives. **EINSTEIN CHARTER SCHOOL** assumes responsibility for all costs associated with the acquisition, administration, and scoring of the grade-appropriate pre-tests, identified as the IOWA, as well as all costs not covered by the State for the grade-appropriate post-tests during which the IOWA is not usually administered, i.e., grades 4 and 8. **EINSTEIN CHARTER SCHOOL** additionally assumes responsibility for proper test administration and test security according to SDE/District guidelines and will submit the tests to the testing company for scoring.

An applicant's IOWA scores are considered **current** if the scores meet either one of the following conditions: (1) The IOWA scores were obtained in the Spring of the school year just prior to enrollment eligibility (the grade to which the student is applying) to **EINSTEIN CHARTER SCHOOL** or (2) The IOWA scores were obtained in the Summer immediately prior to SCHOOL enrollment.

(7.d.2.) Application Period

(7.d.2.a.) Complete and Timely Applications

EINSTEIN CHARTER SCHOOL will provide its own admission application upon advance public notice.

For FY 1, it is anticipated that the SCHOOL will conduct its admissions process, beginning with the SCHOOL application, at the beginning of June. Submission of applications will not exceed two months in duration. Similarly, for FY 2 and thereafter, the timely application process will run for two months. The third month will be designated as **late** (but eligible). The total application process for **timely EINSTEIN CHARTER SCHOOL** applicants shall not exceed three months [R.S. 17: 3991; (C)(1)(b)]. For FY 2 and thereafter, the SCHOOL shall make any necessary modifications to its application timeline, including starting and ending dates. A mandatory Parent Orientation and registration sessions for students with Placement Offers (also part of admissions) will be completed by August.

EINSTEIN CHARTER SCHOOL will attempt to coordinate its admissions process with District programs, such that it does not coincide with the admissions process for specialized programs in the New Orleans Public Schools, including but not limited to City Wide Access Schools (CWAS)/magnet processes, talent academies, etc. Acceptance in specialized State/District programs does not prohibit an applicant from applying to and being accepted by **EINSTEIN CHARTER SCHOOL**. It is the parent/guardian's responsibility to notify any specialized schools that intend to enroll/have enrolled an applicant of any changes that may occur as a result of the child's enrollment in **EINSTEIN CHARTER SCHOOL**.

EINSTEIN CHARTER SCHOOL may accept **late** applications (i.e., applications submitted after the timely, two-month application period), but late applications will not be processed unless vacancies exist after the timely application process is finished at end of July/beginning of August. If vacancies exist after the timely application process has been completed, the SCHOOL will process late applications. Eligible applicants will be included in additional grade lotteries, and all names in the **late eligible** applicant pool will be pulled. A formal

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amendment to the **SCHOOL CHARTER** will be submitted to the chartering authority if more than 120 percent of the total number of students approved in the charter must be admitted in any given year [R.S. 17: 3991(C)(1)(c)(iv)].

(7.d.2.b.) Placement Offers

Lottery selection of an eligible applicant *for whom an available seat exists at the appropriate grade level* is considered a **Placement Offer**. A Placement Offer does not constitute automatic enrollment. All Placement Offers made by **EINSTEIN CHARTER SCHOOL** shall be in writing and mailed to the applicant's domicile address. The Placement Offer will provide a minimum of two dates and time for parents/guardians to attend a **Parent Orientation**.

A minimum of three Parent Orientations will be conducted by the SCHOOL during the application process. Attendance at **one (1) EINSTEIN CHARTER SCHOOL Parent Orientation** is required. Attendance at the Parent Orientation will be verified by **EINSTEIN CHARTER SCHOOL** personnel. The Parent Orientation will be a 1-2 hour introductory meeting that explains the SCHOOL mission and educational philosophy, governance structure, curriculum, instruction, assessment procedures and school policies.

The SCHOOL **LEADERSHIP TEAM** will conduct the Parent Orientation at the school site and answer questions regarding the SCHOOL, its policies, and the registration process. The **EINSTEIN CHARTER SCHOOL Handbook** will be distributed at the Parent Orientation. Parents will be provided with a clear and full explanation of SCHOOL policies by the **LEADERSHIP TEAM** which will also conduct a question-and-answer session to address parents' additional requests for information after the presentation.

Parents who decide to enroll their child(ren) in **EINSTEIN CHARTER SCHOOL** will be required to sign a **EINSTEIN CHARTER SCHOOL Policy Contract** indicating an intention to comply with SCHOOL policies. A copy of the SCHOOL Policy Contract is included in the **EINSTEIN CHARTER SCHOOL Handbook**. The **EINSTEIN CHARTER SCHOOL Policy Contract** is additionally issued to parents with the **EINSTEIN CHARTER SCHOOL Acceptance Letter** and must be completed, signed and returned by the deadline. The **EINSTEIN CHARTER SCHOOL Policy Contract** shall not be in contravention of the constitution or any other law.

The **EINSTEIN CHARTER SCHOOL Acceptance Letter** and the **EINSTEIN CHARTER SCHOOL Policy Contract** will be mailed to applicants who have a (1) Placement Offer and a (2) Parent Orientation Verification Sheet. The Acceptance Letter and the Policy Contract will be time-sensitive and dated. Parents/guardians will have a deadline of 10 working days (2 weeks) to return both forms on-site to the SCHOOL. Parents/guardians will receive accurate and detailed written instructions and the deadline (date and time) for returning the Acceptance Letter and the Policy Contract.

When accepting a vacancy (seat at a specified grade level), parents are responsible for ensuring that Acceptance Letters and Policy Contracts are returned on-site according to the deadline and conditions set forth by **EINSTEIN CHARTER SCHOOL**, if the Acceptance Letter and the Policy Contract are not returned by the deadline, are incomplete (unsigned), or if

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the applicant rejects placement, the seat will be offered to the next available applicant on the ordered lottery list. In this case, the next available applicant will be issued a written Placement Offer with a minimum of two (2) appointment dates for the Parent Orientation. Attendance at only one (1) Parent Orientation is required.

Failure to return the Policy Contract and the Acceptance Letter will cause a disruption and/or delay in the SCHOOL admissions process for the affected applicant. **EINSTEIN CHARTER SCHOOL** does not accept responsibility for documents sent through the USPS mail or other delivery systems that are returned or do not arrive on-site by the specified deadline.

Summarily, the parent/guardian of an applicant who has been identified through the lottery as being given a (1) Placement Offer (applicant matched with a vacant seat) must attend at least one scheduled, verified (2) Parent Orientation to receive an (3) Acceptance Letter and (4) the **EINSTEIN CHARTER SCHOOL Policy Contract**. An applicant will not be accepted, registered and/enrolled unless all of the requirements are met with regard to the admissions process. **EINSTEIN CHARTER SCHOOL** reserves the right to nullify the admissions process, in part or in total, at any time if the parent/guardian does not reasonably comply with the policies and procedures for admission. Assistance is available upon request.

An applicant's Acceptance Letter may be voided by (1) Submitting the original acceptance letter and/or Policy Contract after the deadline (2) Failure to submit the original acceptance letter and/or Policy Contract by the deadline, (3) Rejecting the seat by indicating that option on the acceptance letter or providing correspondence to that effect, or (4) Failure to reasonably adhere to admissions requirements.

EINSTEIN CHARTER SCHOOL does not accept responsibility for Acceptance Letters and/or Policy Contracts that are received after the deadline (late), for Letters and Contracts that are not received at the SCHOOL site, or for seriously deficient (incomplete, unsigned, etc.) Letters or Contracts. The parent/guardian accepts all responsibility for informing **EINSTEIN CHARTER SCHOOL** personnel in writing of any changes on the application, including but not limited to address, telephone, educational designations, etc. that may interfere with the conditions for acceptance, including any mailings to an applicant's domicile that relate to enrollment.

Applicants who have met all criteria for acceptance to **EINSTEIN CHARTER SCHOOL** and were **not domiciled** in the jurisdictional district governed by the SCHOOL CHARTER, i.e., Orleans Parish, at the time of application, must meet the domicile requirements when the Acceptance Letter and Policy Contract are submitted. Otherwise, the applicant will voluntarily surrender his/her seat at the applicable grade level, and the Acceptance Letter will be nullified. The parent/legal guardian is responsible for making all copies of required documents to verify domiciliary requirements.

If for any reason an applicant is not admitted or forfeits a seat for the application year to **EINSTEIN CHARTER SCHOOL**, the applicant must reapply for admission. There is no rollover of applications, continued eligibility, or continuation of the acceptance list beyond the application year. Additional applications may be made to **EINSTEIN CHARTER SCHOOL** during subsequent, designated application periods without limit for students who have not been admitted or are not enrolled. Acceptance to any State/District schools, including magnets,

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talent academies, etc., does NOT disqualify an applicant from applying to or being admitted to **EINSTEIN CHARTER SCHOOL** for the applicable school year, as long as the conditions for admission to the SCHOOL are met.

Summarily, the **EINSTEIN CHARTER SCHOOL Admissions Process** is described as follows:

- (1) All applicants who submit a **SCHOOL Application** are eligible.
- (2) All eligible students will be placed in the **appropriate grade-level lottery**.
- (3) The lottery is used to establish the order in which eligible students fill vacant seats, or in the case where the number of eligible students exceeds the **SCHOOL'S** capacity, the waiting list.
- (4) Eligible applicants (for whom a vacant seat exists) are given a **Placement Offer**. The Placement Offer indicates that a seat exists for the applicant. It does not ensure enrollment until all other admission requirements are met.
- (5) The parents/guardians of applicants with Placement Offers will be required to attend one complete and verified **EINSTEIN CHARTER SCHOOL Parent Orientation**.
- (6) Following the verified Parent Orientation, the **SCHOOL Acceptance Letter** and the **SCHOOL Policy Contract** will be sent to applicants who have met the criteria for enrollment.
- (7) The **SCHOOL Acceptance Letter** and the **SCHOOL Policy Contract** must be completed, signed and received at the school site by the deadline indicated.

(7.d.3.) Lottery

Admission to the SCHOOL is non-discriminatory. All applicants who apply are eligible. Eligible students are placed in the school lottery by grade level. A lottery is used to establish the order in which eligible students fill vacant seats when the number of eligible students exceeds the school's capacity.

A public lottery of all eligible applicants will be conducted by **EINSTEIN CHARTER SCHOOL** to determine admission order. A lottery will be conducted for each grade and will proceed from Kindergarten – 8th grade. The lottery procedure will be followed whether or not the total number of applicants is less than or exceeds the **SCHOOL'S** capacity for FY 1 and thereafter. Each grade lottery will proceed until all eligible applicants' names have been picked and recorded, and the pool is exhausted.

The SCHOOL lottery procedure established in FY 1 will ensure procedural consistency for FY 2 and thereafter, when **EINSTEIN CHARTER SCHOOL** will modify its enrollment procedures in order to give preference to currently enrolled students and their siblings, pursuant to R.S. 17:3991(C)(1)(c)(iii).

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Pursuant to R.S. 17:3991(C)(1)(c)(1) and to meet compliance with R.S. 17: 3991(B)(1), if fewer eligible pupils have applied than is the maximum the school can admit, then all eligible pupils shall be admitted and additional pupils may apply and be admitted for the school year to which the application period applies until the maximum number is admitted. Students will be issued acceptance letters in the order that was established by each grade lottery according to vacancy.

Minimally, a student's lottery entry will include the student's name, grade applied for, and sibling information (name(s), grade(s) applying for). For FY 2 and thereafter, the sibling information will include name(s), grade(s) currently attending/applying for. For FY 2 and thereafter, sibling preference will be given to the siblings of **currently-enrolled** students, followed by **co-applying** students. For example, for FY 2 and thereafter, if space allows and in compliance with at-risk requirements of the law, a 3rd grade applicant (gr. 3 – lottery order # 5, i.e., 3-#5) whose name was pulled before another 3rd grade applicant (gr. 3 – lottery order # 16, i.e., 3-#16) with a similarly-applying sibling, the sibling of 3-#5 will be listed prior to the sibling of 3-#16 in the list of accepted students.

EINSTEIN CHARTER SCHOOL shall notify the appropriate District personnel of the prospective date(s) of the lottery for confirmation. This procedure will be followed prior to notifying parents/legal guardians. Parents/guardians of eligible students participating in the lottery shall be duly notified of the lottery date and time. Attendance at the SCHOOL lottery to fill (a) vacant seat(s) is optional and does not affect an applicant's eligibility.

(7.e.) Recruiting Plan

EINSTEIN CHARTER SCHOOL will be located in a 30,000 square foot portion of a 130,000 sq. footage building located in eastern New Orleans in an enterprise and development district known as the New Orleans Regional Business Park (NORBP). This area is home to a minimum of sixty businesses, including governmental agencies, and includes Six Flags New Orleans, Lockheed Martin Space Systems, Folger Coffee, and Crescent Crown Distributing Corporation, all of which are potential business and educational partners for the school. New Orleans East has the space for future development. The opening of **EINSTEIN CHARTER SCHOOL** will alleviate school overcrowding in the east and bolster the low academic ratings of the District public schools. As a specialized mathematics-science school, **EINSTEIN CHARTER SCHOOL**, will attract the involvement of numerous families, neighborhood associations, nonprofit organizations, and business and community members.

A variety of optional academic programs are planned within the daily 7:00AM – 6:00PM schedule, including before-school enrichment, a non-fee optional Study Hall, and after-school enrichment/clubs program. A variety of programmatic designs will be utilized, including free classes and/or seminars presented by teachers, business, and community professionals from other fields. Opportunities for parents, siblings, and local business and community employees to participate in the extended learning program are provided. All stakeholders will receive advance notice of these programs and will have opportunities to enroll. It is anticipated that SCHOOL-based activities will extend well beyond the regular day.

EINSTEIN CHARTER SCHOOL intends to develop a satellite location for public, junior/community colleges and universities to provide undergraduate and graduate courses for high-demand fields. This goal would also promote knowledge of the teaching profession

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within the community, training opportunities in education, and professional development for teachers.

EINSTEIN CHARTER SCHOOL will seek multi-university affiliations to help College of Education students develop field experience. All **LEADERSHIP TEAM** members will acquire the endorsement of Supervisor of Student Teaching on their Teaching certificates to promote the placement of student teachers at the school. The SCHOOL will develop partnerships with businesses, other nonprofits, and universities for training, grant, and research opportunities.

EINSTEIN CHARTER SCHOOL will participate in State and District educational fairs, meetings, and forums that are designed to inform parents and community about school choice. The SCHOOL will provide knowledgeable representatives, including community members and leaders from its Advisory Council, along with registration information for distribution. The SCHOOL will publicize and conduct Open Houses for parents, students, and interested community members.

The SCHOOL will engage a professional advertising firm to develop a massive campaign to inform community and business members of its establishment and location in New Orleans East. Additionally, **EINSTEIN CHARTER SCHOOL** will utilize school/university/District publications, bulletins, etc., in addition to articles and advertisements in local newspapers, such as *The Times-Picayune*, *Gambit*, *Louisiana Weekly*, *Tribune*, etc. SCHOOL representatives will schedule appointments with District personnel, including principals and counselors, in District Renaissance Schools

Community outreach presentations will be made locally in public facilities, community centers, and churches, etc., and on advertising billboards. An **EINSTEIN CHARTER SCHOOL** website will be developed. Individuals and/or businesses related to counseling, tutoring, test preparation, and other educational endeavors will receive appropriate information regarding admission and enrollment.

An analysis of traffic patterns indicate that many employees travel from eastern New Orleans to work in the Central Business District (CBD). Local, State, and federal government employees, many of whom travel to the CBD, will also be provided with information regarding the program and the SCHOOL'S expanded schedule offerings.

New Orleans Police Department officers and recruits who must comply with residency requirements will be informed of educational opportunities for their children. Additionally, nonprofit support groups and fraternal groups, such as the New Orleans Police Foundation and the Police Association of New Orleans, etc. will be targeted for media efforts.

SCHOOL representatives will utilize neighborhood associations to include registration information in their newsletters and attend group meetings to answer questions and provide registration materials. Parish/City Council members will be invited to SCHOOL functions, and they will be encouraged to address parents and community members.

All funding opportunities, including grant applications to local, State, and Federal sources will be developed. This goal will have a direct impact on recruitment because it will increase the SCHOOL'S recognition and scope of influence, thereby attracting increasing numbers of applicants.

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During Year 1 and thereafter, analyses of the composition of the student body will be conducted, and recruiting adjustments shall be made, if necessary, to ensure that **EINSTEIN CHARTER SCHOOL** is in compliance with Charter School Law. A formal amendment to the Charter will be submitted to the chartering authority if any changes in the admissions process, including but not limited to the timetable, application, lottery, and sibling preference, are necessary for **EINSTEIN CHARTER SCHOOL** to maintain compliance with Charter School Law.

(7.f.) Compliance

EINSTEIN CHARTER SCHOOL shall be in compliance with all laws, rules, regulations, and prohibitions which are specifically cited in the Charter School Law as it relates to the following, at which time the District should become under such an order or voluntary agreement, and under which it is NOT currently:

- (1) Subject to any court-ordered desegregation plan or voluntary compliance agreement(s) in effect for the city or parish school system [17:3991(C)(3)].

8. STUDENT REGULATIONS AND DISCIPLINE POLICY

(8.a.) School Rules

(8.b.) Disciplinary Policies/Procedures

(8.c.) Due Process

(8.d.) Compliance

The **COMPLETE EINSTEIN CHARTER SCHOOL Handbook (see Proposal Excerpts 8.a – 8.d)** includes SCHOOL rules and the disciplinary policies and procedures for regular and Special Education students. Parents are required to sign the **EINSTEIN CHARTER SCHOOL Policy Contract** indicating their *intention* to comply with all SCHOOL policies, including discipline. **EINSTEIN CHARTER SCHOOL'S** discipline policies and procedures shall NOT be in contravention of the constitution or any other law.

EINSTEIN CHARTER SCHOOL Rules

It is the policy of **EINSTEIN CHARTER SCHOOL** to maintain discipline at a high level. We encourage students to grow in self-control, to develop a sense of regard for fellow students and to take pride in their school and community. In order to guarantee respect, students are required to know the expectations and share the responsibility for the maintenance of a healthy educational environment. Appropriate action will be taken by the Leadership Team, in consultation with the parents, community, and local resources when inappropriate behavior of a student continues to interfere with the student's and/or others' well-being in the educational setting.

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Teachers follow an **assertive** discipline plan to enforce their class rules. This plan consists of:

1. One on one counseling with the student
2. Notification of parent by phone or writing that a problem exists
3. Arrangements of a parent conference
4. Referral to LEAD TEACHER/LEADERSHIP TEAM DESIGNEE at which time a discipline referral form is completed by the teacher

Each student is responsible for following these three basic rules established at the beginning of the school year:

- 1) **Respect Yourself**
- 2) **Respect the Rights of Others**
- 3) **Obey Requests/Directions/Instructions by an Authorized Adult in the School Including Rules and Regulations**

STUDENT DISCIPLINE

Student discipline is part of the learning process and builds cooperative bonds among students, staff, and parents. Misbehavior will be corrected as a means to instruct students and insure an orderly campus. Teachers are expected to handle everyday, minor problems with student misbehavior. The **LEAD TEACHER, LEADERSHIP TEAM DESIGNEE or other SCHOOL LEADERSHIP TEAM MEMBERS** will intervene and support teachers in cases of extensive or ongoing misbehavior. Parents and students will be fully informed partners in the disciplinary process. Consequences for student misbehavior will be fair and uniform.

SUGGESTED INTERVENTION STRATEGIES:

Student-teacher conference

Student-teacher-parent conference

Referral to Social Worker/Counselor

Detention

Administrator, parent, teacher conference

Assignment to intervention program

LEADERSHIP TEAM referral

Disciplinary assignment

Conflict Resolution

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Anger Management

Positive Behavior Support

Peer Mediation

Intervention Room

Teacher as Advisor

Parent escorts

Parent attendance

Positive Behavior Management Practices

Functional Behavior Analysis (FBA)

Behavior Management Plan (BMP)

DISCIPLINARY ACTIONS:

Intervention Strategies (listed above)

In-school suspension

Saturday alternative to suspension

Out-of-school suspension

RECOMMENDATION FOR EXPULSION:

*Minimum 90 days (1 semester)

*12 calendar months (under 16 years, grades 6-12) (R.S. 17: 416)

*In cases requiring restitution, student will not be returned from expulsion until payment/written arrangements for restitution are made.

CORPORAL PUNISHMENT is strictly prohibited under any circumstances at the SCHOOL by either SCHOOL personnel or the parents/guardians of enrolled students. Adherence to this policy shall be strictly enforced by **EINSTEIN CHARTER SCHOOL**. Corporal punishment shall not be inflicted or directed by ANY individual or party, relative to a student enrolled in **EINSTEIN CHARTER SCHOOL**.

DEFINITIONS

"Misbehavior" is student behavior which is contrary to a class, SCHOOL, District, or State rule or regulation, or which is contrary to the best interests of the student or others in the

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instructional setting of the SCHOOL. Everyday, minor problems are the infractions common to a student's developmental age, but are short of clear violations that lead to SCHOOL suspensions.

LEAD TEACHER/LEADERSHIP TEAM DESIGNEE or other SCHOOL LEADERSHIP TEAM MEMBERS "will intervene" means that any of the appropriate individuals will assist in dispute resolution and enforce discipline in accordance with applicable rules and laws.

"Detention" may be assigned by teachers or LEADERSHIP TEAM members. If students are given a detention, they will be given a SCHOOL letter at least one (1) day before the detention to be served is scheduled, containing the starting date, time duration, and the reason for it. The letter must be signed by parent/guardian and returned the next day. If an after-school detention is missed, it will be doubled. If that one is missed, suspension may result.

"(Out of School) Suspensions": Parents/Guardians will be notified of any suspension and the reason for its issue. A SCHOOL letter of suspension will be sent home for parents/guardians with the conditions fully noted. Following the suspension, there must be a readmit conference with the LEAD TEACHER/LEADERSHIP TEAM DESIGNEE before the student can attend classes.

Suspensions are considered **excused** absences. Students in out-of-school suspension will be able to make up work for credit, but it is the duty of the parent/guardian/student to request make-up work from the teacher in a timely and appropriate manner. As with any excused absence, students have equal number of days to turn in the work. Parents may request work for extended suspensions. Assignments will be graded as though the student were in class. Tests, quizzes and exams given during the suspension must be made up within five days of the student's return from suspension.

While suspended, students may not participate in any school activity nor will they be allowed on school grounds until they have been reinstated by the LEAD TEACHER or LEADERSHIP TEAM DESIGNEE. Additionally, students will not be permitted to go to another school where activities with the student's school are being conducted while the student is suspended.

Expulsion: Serious misconduct by students may result in expulsion (up to one calendar year) or exclusion (for the balance of the school year).



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PROGRESSIVE DISCIPLINE

Except in extreme cases, progressive (step-by-step) discipline will be followed. A SCHOOL referral and record-keeping system ensures that discipline is accurately enforced.

STUDENT MISBEHAVIOR: SUSPENSION and EXPULSION

Certain misbehaviors are cause for suspension from school. Due process will be given in all cases. Below is a summary of the types of misbehavior that will result in a **suspension** judgment.

- * Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, or school officials.
- * Causing, attempting to cause threatening to cause physical harm to another person.
- * Causing or attempting to cause damage to school property or private property.
- * Stealing or attempting to steal school property or private property.
- * Possessing or using tobacco or alcohol.
- * Committing an obscene act or engaging in habitual profanity or vulgarity.
- * Unwelcome sexual advances, request for sexual favors, or other verbal, visual or physical conduct of any nature.

Certain misbehaviors will result in expulsion. Due Process will be given in all cases, and appropriate legal authorities will be notified. Below are summarized the main misbehaviors that will contribute to an **expulsion** judgment.

- * Unlawfully offering, arranging, or negotiating to sell any controlled substance.
- * Having unlawful possession of or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia.
- * Possessing, selling, or furnishing a firearm, knife, explosive, or other dangerous object.
- * Unlawfully possessing, using, selling, or otherwise furnishing or having been under the

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influence of any controlled substance.

* Committing robbery or extortion.

Attendance of suspended child, parent/guardian for part of school day:

Whenever a student is suspended from a class, a teacher of the class from which the student was suspended **may** require a student's parent/guardian to attend a portion of a school day in that class. After completing a classroom visit, and before leaving the school premises, a parent/guardian also shall meet with the **LEAD TEACHER/LEADERSHIP TEAM DESIGNEE**.

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Excused Absence Policy:

In the case of an **excused** absence, students are allowed to make up class work. It is their responsibility to obtain their missed assignments and complete them by the required time. Usually, students have one day for each day that they are absent to make up work. If the student obtains the work before the trip, they are required to hand it in upon their return to school.

Excused Absences Include:

- Family Emergency
- Religious Holiday
- Medical, dental or legal appointments (If possible, please schedule these appointments before or after school.)
- School-sponsored or approved events
- Special opportunities at community leadership conferences
- Promotion and change of command ceremonies for a member of the immediate family
- Illness (with note from parent/guardian). More than 3 continuous days will
- Require a physician's certificate
- Official SCHOOL suspension

Unexcused Absence Policy

Students will not be allowed to make up work they missed due to an unexcused absence.

Unexcused Absences Include:

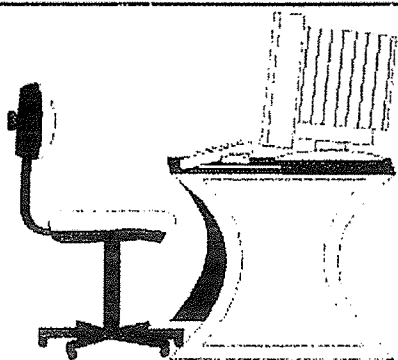
- Oversleeping
- Missing the bus or ride
- Non-school sponsored functions
- Leaving school to attend tournaments when the student is not part of the team

Attendance Violations:

Daily attendance is taken by teachers in the first period and reported to the SCHOOL office. A student shall not leave the SCHOOL campus at any time during the school day. Leaving the SCHOOL campus without supervision and/or authorization is considered **truancy**. Incidents of truancy are considered for the whole year. The consequence for truancy is suspension and parental conference.

Students who are tardy (arrive late) for the school day will report to the office where they will be given an admit slip to class.

Disciplinary action will follow after three (3) tardy occurrences.



HOMEWORK POLICY

Regular homework which extends student learning is an integral part of the EINSTEIN CHARTER SCHOOL academic program. Homework assignments vary according to grade level and are designed to challenge students teaching them to apply skills and concepts they have learned in their classrooms. Homework assignments are reviewed by the teachers, who then provide feedback to the students. These assignments encourage students to think about concepts they are learning and to communicate these thoughts to their parents.

To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom learning objectives and be related to individual student needs and abilities. Students may work on homework assignments during the Study Hall which is conducted from 3:00-4:00 PM daily.

TEACHERS' RESPONSIBILITIES REGARDING HOMEWORK

- *Homework is based on the ability and needs of the student.
- *Assignments are given during class, making sure that materials and objectives have been fully explained and understood.
- * Homework will be acknowledged and appropriate feedback will be given.
- * Homework is not given as punishment.

STUDENTS' RESPONSIBILITIES REGARDING HOMEWORK

- * Know homework assignment before leaving school.
- * Ask for work missed due to absence.
- * Take homework assignment home, complete and return homework and materials on time.

PARENTS' RESPONSIBILITIES REGARDING HOMEWORK

- * Assist with their child's success by providing an appropriate environment (quiet time and study area including proper lighting).
- * Contact teachers if assignments seem to be causing problems for your child.
- * Insist that your child completes homework on a regular basis.
- * Encourage the proper use and care of homework materials.

DRESS CODE (*Prior to SCHOOL Uniform Approval in Place)

The following are clarifications on the dress code. Please help us keep your child safe. Any clothing or hair fashions that cause undue disruption to the process of learning are prohibited.

- Pants must stay up at the waist without a belt. Underwear cannot be visible at the waist. Pants may not have holes in private areas. Pant legs cannot hang on the ground because it is easy to trip. Overall straps should be buttoned over both shoulders.
- Any clothing so large as to create a safety concern may not be worn.
- Clothing cannot be see-through, strapless or off the shoulder. No bare midriffs, plunging necklines, tank tops, or narrow strap attire.
- Hats are not allowed.
- Bandanas are not to be worn at school.
- Belts are not to be hanging down beyond the waist or pants.
- Chains are not permitted at school at any time and are not to be attached to clothing or wallets.
- Any attire that has references to gangs, drugs, tobacco, alcohol, sex or racial slurs will not be allowed.
- Attire must provide for safe physical activities during the day.
- Make-up is not to be worn or brought to school.
- Students are not to come with writing or ink on their hands or faces or to write on themselves during the school day.
- Simple jewelry (e.g., rings) may be worn but must not be a concern for safety, disrupt learning, or be gang oriented.
- Shoes must provide for safe play during recess and P.E.

Student Uniform

During FY 1 or any year thereafter, the instructional faculty, staff, parents, and students of **EINSTEIN CHARTER SCHOOL** shall determine if an official school uniform should be adopted or

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adjusted. Stakeholders will determine procedures to make determinations regarding the adoption of a SCHOOL uniform policy.

OUTDOOR BEHAVIOR

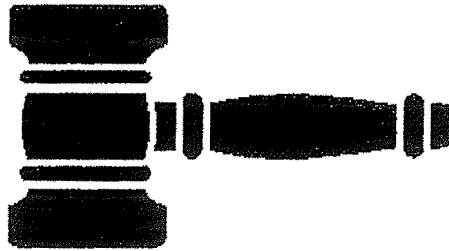
Examples of outdoor behavior expectations: (Chronic or major violations of these behaviors will lead to administrative intervention(s))

- * Balls and other appropriate sports equipment must be used in supervised, designated areas.
- * Tag and running games are allowed during supervised P.E. periods.
- * Running is permitted only in authorized areas.
- * Cafeteria rules about manners and quietness need to be followed.
- * Be respectful of all students, staff, and adults.

PLAYGROUND RULES

Observe all playground rules:

- * Respect all games in progress.
 - * When coming in from the playground, students either line up according to the supervising teacher's directions, including quiet and orderliness.
 - * When recess whistle blows (or suitable, designated signal), all games stop and students line up immediately.
 - * Kicking of balls is done on grassy areas and will not interfere with other games in process.
-



Problems may arise because a student may choose to bring articles that are hazardous to the safety of others or interfere in some way with school procedure. Such items are undesirable and will be impounded. Problems may also arise because a student may choose to conduct him/herself in a way that is hazardous to the safety of others or interfere in school procedure.

Misconduct on Bus	Chemicals
<p><i>Bus transportation, if available, is a privilege to students. A copy of "Transportation Rules" is available and will be provided to each student.</i></p> <ul style="list-style-type: none"> • Repeated or severe misconduct on the bus may result in suspension of bus riding privileges from one day to the remainder of the year. • Students are to ride only their assigned bus, and should not ride other buses for any reason. Student/parent decisions to change buses is not 	<ul style="list-style-type: none"> • Possession, use, and/or transmission of alcohol or illegal drugs are prohibited.

allowed.	
Electronic Devices	Explosive Devices
<ul style="list-style-type: none"> • Personal radios, tape players, headphones, CD players, pagers, phones, electronic games are not permitted to be brought to school. • Students using such devices during the school day will have them confiscated. 	<ul style="list-style-type: none"> • State/federal law prohibits the use of any explosive devices that endanger the safety of its citizens.
Fire Alarms and Extinguishers	Weapons
<ul style="list-style-type: none"> • It is against the law to tamper with fire alarms or fire extinguishers. 	<ul style="list-style-type: none"> • "WEAPON" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or bodily harm, or any other device or instrument which, in the manner it is used or intended to be used, is calculated or likely to produce death or bodily harm. • Weapons will be confiscated and proper legal authorities will be notified.

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<ul style="list-style-type: none"> The SCHOOL will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment. A full disclosure of this policy is available from the SCHOOL. 	<ul style="list-style-type: none"> Possession, use, and/or transmission of tobacco on or near school property, or at school functions on school property is prohibited.
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Discipline Action for Violation of School Rules or Regulations and/or Code of Conduct in one or more of the following:	
<ul style="list-style-type: none"> Meeting with the teacher, counselor, or appropriate SCHOOL LEADERSHIP personnel Parent contact Teacher/TEAM Detention Removal from class Parent conference with school staff Loss of school privileges 	<ul style="list-style-type: none"> Modified school programs Suspension from school activities Out-of-school suspension Referral to police, fire chief, or juvenile authorities Expulsion/Exclusion
Removal from Class	Suspensions
<p>Removal from class is the short-term exclusion of a student from school during which the school retains custody of the student.</p> <ul style="list-style-type: none"> The length of time of the removal from class shall be at the discretion of the LEAD TEACHER/LEADERSHIP TEAM DESIGNEE after consultation with the teacher. 	<p>Suspension is the short-term exclusion of the student from attending school for a SCHOOL-designated duration (SCHOOL will comply with all State-mandated procedures for classified Special Education students (10-day maximum) and Section 504 students. Students may be suspended from school on the following grounds:</p> <ul style="list-style-type: none"> willful violation of SCHOOL rule(s) or regulation(s)

<ul style="list-style-type: none">• Students shall be returned to class upon completion of the terms of the removal established at administrative conference including, but not limited to, the completion of any make-up work.	<ul style="list-style-type: none">• willful conduct which materially and substantially disrupts the rights of others to an education,• willful conduct which endangers the pupil or other pupils, or the property of the school.
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Expulsion and Exclusion

The student is informed of the charge by an administrator in conference, including the specific acts that support the charge, and student is given Due Process.

Student is informed of the charge by an administrator in conference, including the specific acts that support the charge, and the student is given Due Process.

- If it is determined that the misbehavior(s) will result in a suspension, parents/guardians are notified by telephone (as possible) prior to the suspension and are informed as to the reasons for the dismissal. The decision to immediately remove the student, to allow the student to remain on school premises, or refer the student to the proper authorities will be made with consideration of the student's age, safety, maturity, and the nature of the misconduct that caused the suspension.
- An out-of-school suspension will result in a letter being mailed to the parent/guardian stating time, date, charge and specific acts that support the charge(s) for the suspension. Procedures to be followed by the student and the parent/guardian for reinstatement will be included in the letter.
- Students cannot participate in any extracurricular or school-sponsored activity while under suspension. Students are prohibited from being on school grounds during their suspension.
- Serious misconduct by students may result in expulsion (up to one calendar year) or exclusion (for the balance of the school year). In these cases, all procedural requirements for dismissal will be followed.

"ZERO TOLERANCE" POLICY

We adhere to a "zero tolerance" policy for violence and weapons. Consequences apply regardless of whether the misbehavior took place in SCHOOL, on SCHOOL property, in a SCHOOL-designated vehicle, or at a SCHOOL activity at another site.

Parents or students may refer to THE COMPLETE EINSTEIN CHARTER SCHOOL Handbook for more information on these policies.

(8.c.) Due Process

(8.c.1.) Due Process:

SCHOOL Actions Prior to Suspension

1. Conference is conducted by LEAD TEACHER/LEADERSHIP TEAM DESIGNEE.
2. Student tells what happened.
3. LEAD TEACHER/LEADERSHIP TEAM DESIGNEE shall contact and conduct a conference with parent/guardian about alleged incident to discuss consequence(s) prior to suspension.
4. Determine disciplinary action to be taken.
5. Complete required Disciplinary Form(s) and sign (by LEAD TEACHER/LEADERSHIP TEAM DESIGNEE).
6. If parent/guardian refuses to attend/respond to the conference, the student shall be removed/suspended and either of the following: (1) A notice shall be sent by *certified* mail if the parent/ guardian has not attended/responded to contact/call to discuss the alleged incident and consequence(s) prior to disciplinary action, or (2) A notice shall be sent via *regular first-class* mail if the parent has attended/responded to contact/call to discuss the alleged incident and consequence(s) prior to disciplinary action.
7. Required Disciplinary Form (Official Notice of Disciplinary Action) will be mailed to parent/guardian within 24 hours by the SCHOOL, and all LEADERSHIP TEAM MEMBERS will be informed of the incident and disciplinary action taken.

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(8.c.2.) Due Process:

Parent Appeal (Suspension)

1. Parent/legal guardian has the right to appeal.
2. Submit written statement of appeal request within five (5) school days after the beginning date of the suspension to the SCHOOL LEADERSHIP Team with a copy of the disciplinary action form.
3. The SCHOOL LEADERSHIP TEAM will assess the merits of the case. The appellant will be notified of the meeting date and has the right to attend. The SCHOOL LEADERSHIP TEAM will render a decision to the appellant.
4. Parent/legal guardian has the right to appeal a LEADERSHIP TEAM decision and must submit a written statement of appeal request to the LEAD TEACHER/ LEADERSHIP TEAM Designee within five (5) days after the date of the decision rendered by the SCHOOL LEADERSHIP TEAM according to the appeal process.
5. The LEAD TEACHER/LEADERSHIP TEAM DESIGNEE will schedule a full Disciplinary Hearing which will include the DISCIPLINARY HEARING COMMITTEE. Parent/guardian or student, if applicable, may be in attendance. Other Individuals deemed relevant by any party may attend according to due-process guidelines.
6. The DISCIPLINARY HEARING COMMITTEE will consist of the LEAD TEACHER and/or the LEADERSHIP TEAM DESIGNEE, LEADERSHIP TEAM MEMBERS, a minimum of one (1) authorized SCHOOL parent (other than the appellant), and a minimum of one (1) member of The Einstein Group, Inc., the nonprofit corporation of the SCHOOL.
7. Permission for other individuals to attend full Disciplinary Hearings, other than the persons indicated, must give prior, timely notice and receive permission from the SCHOOL LEADERSHIP TEAM according to designated guidelines.
8. The decision of the DISCIPLINARY HEARING COMMITTEE will be considered final at the SCHOOL level.

(8.c.3.) Due Process:

SCHOOL Actions Prior to Recommendation for Expulsion

1. Conference is conducted by LEAD TEACHER/LEADERSHIP TEAM DESIGNEE.
2. Student tells what happened.

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3. LEAD TEACHER/LEADERSHIP TEAM DESIGNEE shall contact and conduct a conference with parent/guardian about alleged incident and discuss consequence(s) prior to disciplinary action.
4. If parent/guardian refuses to attend/respond to the conference, the student shall be removed and **either** of the following will result: (1) A notice shall be sent by *certified* mail if the parent/ guardian has not attended/responded to contact/call to discuss the alleged incident and consequence(s) prior to disciplinary action, or (2) A notice shall be sent via *regular first-class* mail if the parent has attended/responded to contact/call to discuss the alleged incident and consequence(s) prior to disciplinary action.
5. Determination shall be made if legal authorities should be notified.
6. All LEADERSHIP TEAM MEMBERS will be informed of the incident. A full SCHOOL DISCIPLINARY HEARING COMMITTEE meeting (consisting of the LEAD TEACHER and/or the LEADERSHIP TEAM DESIGNEE, LEADERSHIP TEAM MEMBERS, a minimum of one (1) authorized SCHOOL parent (other than the parent/guardian), and a minimum of one (1) member of The Einstein Group, Inc., the nonprofit corporation of the SCHOOL) will be scheduled within 48 hours of acknowledgement/knowledge of the alleged incident by SCHOOL personnel.
7. The SCHOOL DISCIPLINARY HEARING COMMITTEE will assess the merits of the case. The parent/guardian (and student, if applicable), will be notified of the meeting date and time and has the right to attend. The SCHOOL DISCIPLINARY HEARING COMMITTEE will render a written decision to the parent/guardian and will forward its recommendation to The Einstein Group, Inc. within 24 hours of the meeting.
8. The decision of the DISCIPLINARY HEARING COMMITTEE will be considered final at the SCHOOL level.

(8.c.4.) Due Process: Parent Appeal (Expulsion)

1. Parent/guardian has the right to appeal.
2. Submit written statement of appeal request within five (5) school days of the SCHOOL DISCIPLINARY HEARING COMMITTEE decision to expel to the LEAD TEACHER/LEADERSHIP TEAM DESIGNEE.
3. The SCHOOL DISCIPLINARY HEARING COMMITTEE (consisting of the LEAD TEACHER and/or the LEADERSHIP TEAM DESIGNEE, LEADERSHIP TEAM MEMBERS, a minimum of one (1) authorized SCHOOL parent (other than the parent/guardian), and a minimum of one (1) member of The Einstein Group, Inc., the nonprofit corporation of the SCHOOL) shall convene a second Disciplinary Hearing to determine if additional information is available and to assess further merits of the case. The appellant shall possess all the same rights afforded during the initial hearing, including but not limited to notification, representation, etc. The DHC will make a decision to uphold, modify, or reverse the previous decision and will notify the parent/guardian in writing of its

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- decision within 24 hours of the hearing. The SCHOOL DISCIPLINARY HEARING COMMITTEE will make its final recommendation known to The Einstein Group, Inc.
4. The parent/guardian may further appeal to The Einstein Group, Inc., the governing board of the EINSTEIN MATHEMATICS CHARTER SCHOOL, by submitting a written statement of appeal request to the LEAD TEACHER/LEADERSHIP TEAM DESIGNEE within five (5) school days of the SCHOOL DISCIPLINARY HEARING COMMITTEE decision to expel.
 5. The Einstein Group, Inc. will assess the merits of the case based upon the information and documentation that was available and presented during the initial hearing and the first appeal. The Einstein Group, Inc. will then render a decision to uphold, modify, or reverse the previous decision(s) and will notify the parent/guardian in writing of its decision within ten (10) calendar days.
 6. The parent/guardian may further appeal The Einstein Group, Inc. decision within ten (10) calendar days to Civil District Court.
 7. Readmission following the term of expulsion must be processed through the SCHOOL DISCIPLINARY HEARING COMMITTEE.

EINSTEIN CHARTER SCHOOL may choose to participate in any District or State programs that are designed to address and promote positive discipline, including but not limited to conflict resolution classes/anger management/Saturday activities. The **SCHOOL** shall not charge any pupil any tuition or an attendance fee of any kind during regular school hours. [R.S. 17:3991(E)(3)]

Regarding safety and security, **EINSTEIN CHARTER SCHOOL** may contractually participate in any District security services made available to District schools and may negotiate terms with the Orleans Parish School Board.

EINSTEIN CHARTER SCHOOL will apply for any Federal, State, or District funding for which the school or its pupils qualify, as well as any other State or federal grant program where funding is distributed on a per pupil basis and a charter school is eligible to receive the funding under the terms of the grant. The **SCHOOL** may solicit, accept, and administer donations or any other financial assistance in the form of money, grants, property, loans, or personal services for educational/security purposes from any public or private person, corporation, or agency and comply with the rules and regulations governing grants from the federal government or from any other person or agency, which are not in contravention of the constitution or any other law.

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(8.d.) Compliance

EINSTEIN CHARTER SCHOOL will be in compliance with the following laws, rules, regulations or prohibitions specifically cited in the sections of the Charter School Law regarding the following:

- (1) Attendance reporting [17:3996(B)(5)]
- (2) Civil rights [17:3996(C)]
- (3) Corporal punishment [17:3996(B)(2)]
- (4) Expulsion of students [17:3996(B)(3)]
- (5) Electronic communication devices [17:3996(B)(7)]
- (6) Health and safety related to:
 - Adolescent health initiatives [17:3996(A)(9)]
 - Communicable disease prevention [17:3996(A)(12)]
 - Drug use prevention [17:3996(A)(13)]
 - Eye safety [17:3996(A)(14)]
 - Hazardous materials/weapons [17:3996(A)(8)]
 - Hearing/vision screening [17:3996(A)(10)]
 - Immunization and health records [17:3996(A)(11)]
 - Missing children [17:3996(A)(15)]
 - Sanitary code [17:3996(A)(4)]
 - Pesticide use and safety [17:3996(A)(5)]
 - Smoking [17:3996(B)(8)]
- (7) Religious liberty of students [17:3996(B)(16)]
- (8) Suspension of students [17:3996(B)(2)]

9. PARENTAL AND COMMUNITY INVOLVEMENT

(9.a.) Parent/Community Participation

Combined, **The Einstein Group, Inc.** and the **EINSTEIN CHARTER SCHOOL Leadership Team** are composed of 11 Louisiana State certified teachers, 10 of whom are currently employed as classroom teachers in Louisiana public schools. Stakeholder involvement includes business, community, nonprofit, and parental interests in the development of the school, particularly related to the development and needs of eastern New Orleans. Plans to develop the charter school were initiated in October 2002 and represent hundreds of hours of face-to-face meetings, telephone calls, correspondence, and presentations. The **EINSTEIN CHARTER SCHOOL Proposal** reflects its use of the **grassroots** reform model to promote stakeholder involvement and decision-making to determine curricular focus, instructional approaches,

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governance structure, professional development plans, and parental/community involvement.

Open forums, town meetings, open board meetings of the New Orleans East Economic Development Foundation and the New Orleans Regional Business Park (formerly NOBID), and personal meetings with local and State officials were used to inform business and community members about the school. Further professional affiliations, including medical university partnerships (e.g., Louisiana State University Medical Center, New Orleans), NASA, etc. and colleges (Delgado) are being developed.

EINSTEIN MATHEMATICS CHARTER SCHOOL will be located in a 30,000 square foot portion of a 130,000 sq. footage building located in eastern New Orleans in an enterprise and development district known as the New Orleans Regional Business Park (NORBP). This area is home to a minimum of sixty businesses, including governmental agencies, and includes Six Flags New Orleans, Lockheed Martin Space Systems, Folger Coffee Company, and Crescent Crown Distributing Corporation, all of which are potential business and educational partners for the school. New Orleans East has the space for future development. The opening of **EINSTEIN CHARTER SCHOOL** will alleviate school overcrowding in the east and bolster the low academic ratings of city public schools. As a specialized mathematics-science school, **EINSTEIN CHARTER SCHOOL**, will attract the involvement of numerous families, neighborhood associations, nonprofit organizations, and business and community members.

A variety of optional academic programs are planned within the daily 7:00AM – 6:00PM schedule, including before-school enrichment, a non-fee optional Study Hall, and after-school enrichment/clubs program that include a variety of formats, including free classes and/or seminars presented by teachers and business and community professionals from other fields. Opportunities for parents, siblings, and local business and community employees to participate in the extended learning program are provided. All stakeholders will receive advance notice of these programs and will have opportunities to enroll.

EINSTEIN CHARTER SCHOOL plans to develop a satellite location for public, junior/community colleges and universities to provide undergraduate and graduate courses in high-demand fields. Realization of this goal will also help promote knowledge of the teaching profession within the community, training opportunities in education, and professional development for teachers.

EINSTEIN CHARTER SCHOOL will seek multi-university affiliations to help College of Education students develop field experience. All **LEADERSHIP TEAM** members will acquire the endorsement of Supervisor of Student Teaching on their Teaching certificates to promote the placement of student teachers at the school. The school will develop partnerships with businesses, other nonprofits, and universities for training, grant, and research opportunities.

EINSTEIN CHARTER SCHOOL will participate in District educational fairs, meetings, and open forums to inform parents and community about school choice. The school will publicize its mission and role in school/university/District publications, bulletins, newspapers, etc., in addition to articles and advertisements in local newspapers, such as *The Times-Picayune*, *Gambit*, and *Louisiana Weekly*. School recruiters will meet with District personnel, including principals and counselors in District Renaissance Schools.

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Community outreach presentations will be made in local public facilities, community centers, and churches, etc., and on community billboards. The **EINSTEIN CHARTER SCHOOL** website will also serve as a recruitment tool for prospective teachers and students. Individuals and/or businesses related to counseling, tutoring, test preparation, and other educational endeavors will be informed of admission and enrollment procedures. Neighborhood associations, nonprofit organizations, and businesses throughout the District will be contacted. School representatives will attend group meetings to answer questions and provide registration materials.

The extent of parental-community support and involvement in **EINSTEIN CHARTER SCHOOL** is best determined by: (1) The number of applications submitted to the school following community outreach and publicity efforts; (2) The number of presentations made at public board meetings, business associations, and nonprofit organizations in response to interest in the school; (3) Community attendance at meetings, open houses, forums, fairs, and other presentations; (4) Increased funding and/or donations provided through philanthropy; (5) Employment requests by teachers and staff; (6) Student enrollment; (7) Visits to the school and requests for information; (8) Letters of support; (9) Number of new and recurring business partnerships; (10) College and university partnerships; (11) Number of mentor and professional relationships; (12) The formation of clubs and organizations; (13) Participation in School-Parent-Teacher organizations; (14) Volunteer hours; (15) Participation in organizational and committee meetings; (16) Attendance and participation in school functions; (17) Community and business enrollment in after-school enrichment courses, and; (18) Vacancies, lotteries, and waiting lists.

Increased stakeholder involvement will be measured by (1) The volume of participatory decision-making at the school site (i.e., in curriculum, instruction, governance, professional development, and parental/community involvement); (2) Stakeholder attendance at school, school-related functions, including but not limited to activities related to school enrollment and community outreach efforts, and business and organizational meetings; (3) The annual volume of business partnerships, including but not limited to efforts to relate curriculum and learning to real-world experiences, training, and professions, obtain materials and equipment, and funding; (4) The volume of college, university, and medical affiliations and partnerships that result in advanced learning opportunities for stakeholders; (5) The volume of partnerships between local nonprofit organizations and the school for its Community Service Learning Component (CSLC).

The extent to which PROJECT: Albert EINSTEIN MATHEMATICS CHARTER SCHOOL encourages parental involvement is based on the following: (1) The basis for parental involvement is the choice to apply for admission; (2) All city-proper residents are eligible to apply for the appropriate grade level (i.e., 3rd through 8th grade); (3) All community members are stakeholders; (4) Stakeholder involvement, commitment, and participation are supported by the school's grassroots reform model; (5) Stakeholder decision-making has personal and school-wide impact across all areas of school functioning, e.g., curriculum, instruction, budgeting, etc.; (6) Educational programs include parental and community enrollment and leadership opportunities; (7) Academic guidance is provided to support parental decision-making, including but not limited to decisions about course options, electives, programming, and admission opportunities (following 8th grade); (9) The model supports parental communication in a supportive school environment and face-to-face contact, and; (10) The model promotes a small-school, personal environment.

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(9.b.) Progress Reports: Reporting to Parents and Community

(9.b.1.) Annual Reports

Pupil Assessment [17:3991 (C)(2); 17:3996(B)(17)]

School and District Accountability System [17:3996(A)(17); 17:3996(B)(18)]

EINSTEIN CHARTER SCHOOL will conduct pupil assessments required by law as for pupils in comparable public schools pursuant to R.S. 17.24.4. and will provide parents, community, the superintendent of the New Orleans Public Schools, the Orleans Parish School Board, and the State Board of Elementary and Secondary Education with a written, summative (annual) presentation of the results. Results will be reported according to federal (NCLB) and State requirements, including the reporting of subgroup performance. The number of participants constituting particular subgroups will comply with State/Federal requirements for reporting.

Attendance Reporting [17:3996(B)(5)]

EINSTEIN CHARTER SCHOOL will adhere to State and District attendance reporting requirements by law as for other comparable public schools and shall provide parents, community, the superintendent of the New Orleans Public Schools, and the Orleans Parish School Board with a summative, written (annual) report of the results.

EINSTEIN CHARTER SCHOOL will develop an annual **SCHOOL Report Card** that will include data regarding pupil assessment, attendance, enrollment, and surveys, including analyses of the school's progress toward meeting performance objectives. Results will be reported according to federal (NCLB) and State Accountability requirements.

(9.b.2.) Semi-annual (Semester) Reports

EINSTEIN CHARTER SCHOOL will provide formative (on-going) and summative (cumulative) semester reports at least twice yearly. The SCHOOL will report academic results and other educationally relevant information to parents (relevant information for students), and community and business partners, based upon a variety of data sources, including, but not limited to norm- and criterion-referenced test performance, student performance data, enrollment figures, attendance and stakeholder involvement (e.g., daily school, Study Hall, After-school Enrichment/Clubs Program, etc.) demographics, school processes, and perceptions.

The first summary report will be issued during the Fall semester, and the second report will be issued during the Spring semester. Both reports will be consistent in format, unless determination is made (by stakeholders) that revisions are necessary. SCHOOL reports will be used to provide relevant information to parents, community, the superintendent of the New Orleans Public Schools, the Orleans Parish School Board, and the State Department of Education regarding the school's progress toward meeting **SCHOOL Performance Goals** (See(6.a.2.) **Post-Assessment Data** in **STUDENT ACCOUNTABILITY**). An evaluation component

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for stakeholders will be built into SCHOOL reports for improvement, and feedback will be encouraged.

Demographic reports may include, but are not limited to, information regarding mobility, housing trends, gender, race, ethnicity, health, percent of free/reduced lunch/public assistance, community development, and language proficiency. Perception data will include evaluations and surveys from all stakeholders to determine needs, measure school climate, and describe attitudes, expectations, and observations.

Reports of SCHOOL processes will involve descriptions of daily and extended school schedules, the physical plant, strengths and weaknesses, organizational structure, and stakeholder involvement. For example, documentation will be developed to indicate the level of stakeholder volunteerism, participation and attendance at conferences, meetings, or school events, including but not limited to, quarterly reports, IEPs, Accommodation Plans, workshops, PTO meetings, disciplinary proceedings, hearings, extended school day programs, and/or **Leadership Team** actions. Security and confidentiality rights will be protected in reporting.

(9.b.3.) Quarterly Reports

EINSTEIN CHARTER SCHOOL will regularly assess the academic progress of pupils and share this information with parents. Report card conferences for regular and Special Education students will be conducted quarterly and aligned with the District calendar. At least three times a year, teachers will review students' written report cards with parents. Regular education report cards will reflect the pupil's mastery of grade-level skills. Special Education Gifted students' progress reports will reflect grade-level and above-grade level performance.

(9.b.4.) Comprehensive Report to the Orleans Parish School Board and the State Board of Elementary and Secondary Education (3-Year Report)

- Using the Louisiana Accountability Indicators, **EINSTEIN CHARTER SCHOOL** will demonstrate improvement in the academic performance of its pupils over the term of its existence, and specifically with a 3-year checkpoint that includes successive growth targets. **EINSTEIN CHARTER SCHOOL** will issue a **comprehensive** three-year (FYs 1, 2, and 3) report to the Orleans Parish School Board and the State Board of Elementary and Secondary Education at the end of the third year to demonstrate satisfactory progress toward achievement of the school's stated Performance Goals pursuant to the approved charter. The importance of demonstrating progress toward goals is crucial and will determine the continuation of the SCHOOL CHARTER for an additional two-year period.

10. ORGANIZATION, GOVERNANCE AND OPERATIONAL STRUCTURE

(10.a.) The Einstein Group, Inc. (nonprofit corporation) Composition

(10.a.i.) Selection (See By-Laws, Article I. Section 1.01;)

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THE EINSTEIN GROUP, INC.

By-laws

ARTICLE I.

MEMBERS

Section 1.01. Members. The Board of Directors of **The Einstein Group, Inc.** shall constitute the active members of the Corporation and when meeting as the Board may exercise the rights and powers of the Corporation.

Section 1.02. Annual Members. There shall be an annual meeting of the members during the month of August of each year for the purpose of appointing Board members, if vacancies exist. If no vacancies exist, that shall be noted in the minutes of the annual meeting.

ARTICLE II.

The Board of Directors of The Einstein Group, Inc.

Section 2.01. Function of the Board of Directors. The business and affairs of the Corporation shall be managed under the direction of its Board. All powers of the Corporation may be exercised by the Board of Directors. The Board shall act by, and through, a committee composed of six.

Section 2.02 Number of Members of the Board. The Board of Directors is not elected by its members. It shall not exceed nine and must be a minimum of three members who are certified teachers in good standing in the State of Louisiana.

Section 2.03. Appointment and Tenure of Members of the Board. Board members shall hold office for three (3) years. At the annual meeting of the members, the members shall elect new Members to fill vacancies, should the total number of Team Members have dropped below the minimum of three members. Upon the expiration of

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the initial term of the Board, the succeeding Members will serve for 2 years at the discretion of the Board members voting to fill such vacancies.

Section 2.04. Removal of Board Member. The Board of Directors of the Corporation may remove any Member, with or without cause, by the affirmative vote of at least two-thirds of the sitting Board Members and no less than three members. The meeting must include the Board President and the Board Vice President.

Section 2.05. Meetings. Meetings of the Board may be called at any time by the Board President, the Board Vice President, or other Board members. Board meetings of shall be held at such places designated in the meeting call.

Section 2.06. Notices of Meetings. The Board Secretary or Designee shall give notice to each Member of each meeting of the Board. The notice shall state the time and place of the meeting. Notice is given to a Board Member when it is delivered personally to him/her, left at his/her residence or usual place of business, or sent by telegraph or telephone, at least twenty-four (24) hours before the time of the meeting, or, in the alternative, by mail to his/her address as it shall appear of the records of the Corporation, at least seventy-two (72) hours before the time of the meetings.

Section 2.07. Action by Board Team Members. The Board shall meet quarterly to consider those matters (1) Submitted to it by 2/3 vote of the Board; (2) Submitted to it by the Lead Teacher or Leadership Team designee of **EINSTEIN CHARTER SCHOOL**, or; (3) Submitted to it by 2/3 vote of the Leadership Team of **EINSTEIN CHARTER SCHOOL**.

Unless statute of the Articles of Incorporation or by-laws require a greater proportion, the action of a majority of the Board of Directors of **The Einstein Group, Inc.** present at the meeting at which a quorum is present is the action of the Board. The presence of two-thirds of the members of the sitting Board at a properly called meeting, shall constitute a quorum for the transaction of business. For the purpose of the transaction of business, the Board President and the Lead Teacher or Leadership Team

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shall also be in attendance. Board Members may vote by written proxy held by a Board Member. In the absence of a quorum, the Board Members present by majority vote and without notice other than by announcement may adjourn the meeting from time to time until a quorum shall attend. At any such adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called. Any action required or permitted to be taken at a meeting of the Board may be taken without a meeting, if a unanimous written consent which sets forth the action is signed by each Board Member and filed with the minutes of proceedings of the Board meeting.

Section 2.08. Meeting by Conference Telephone. Any of the Board Members can meet or, meetings of the Board of Directors may be held, by means of telephone conference calls or similar communications equipment, provided that all persons participating in the meeting can hear and communicate with each other. Participation in a meeting held by conference telephone or similar communications equipment shall constitute presence in person at such meeting, except where a person participates in such meeting for the express purpose of the objection to the transaction of any business on the ground that the meeting is not lawfully called or convened.

Section 2.09. Compensation. A Board Member may not receive any compensation for attendance at any annual, regular or special meeting of the Board or any Committee thereof. A Board Member who serves the Corporation in any other capacity may receive compensation for such other services, pursuant to a resolution of the Board of Directors.

ARTICLE III.

COMMITTEES

Section 3.01. Committees. The Board of Directors of the corporation may appoint from among its members an Executive Committee and other committees

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composed of two (2) or more Board Members and delegate to these committees any of the powers of the Board. Each committee may fix rules of procedure for its business. At least two-thirds of the members of a committee shall constitute a quorum for the transaction of business and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee present at any meeting, whether or not they constitute a quorum, may appoint a Board Member to act in the place of an absent member. Any action required or permitted to be taken at a meeting of a committee may be taken without a meeting, if a unanimous written consent which sets forth the action is signed by each member of the committee and filed with the minutes of the committee.

ARTICLE IV.

BOARD MEMBERS

Section 4.01. Board Members. The Corporation shall have Board Members who share equal power and responsibility in the decision making process.

Section 4.02. Board President. The Board President shall have and may exercise such powers as are from time to time assigned to him/her by the Board.

Section 4.03. Board President. The Board President shall have general charge and supervision of the assets and affairs of the Corporation; he/she may sign and execute in the name of the Corporation, all authorized deeds, mortgages, bonds, contracts or other instruments, except in cases in which the signing and execution thereof shall have been expressly delegated to some other Board Member or agent of the Corporation; and, in general, he/she shall perform all duties incident to the office of a president of a corporation, and such other duties as are from time to time assigned to her/him by the Board of Directors.

Section 4.04. Board Vice President. The Board Vice President, at the request of the Board President or in his/her absence or during his/her inability to act, shall perform

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the duties and exercise the functions of the Board President, and when so acting shall have the powers of the Board President. The Board Vice President shall have such other powers and perform such other duties, and have such additional descriptive designations in their titles (if any) as are from time to time assigned to them by the Board.

Section 4.05. Board Recorder/Secretary. The Board Recorder/Secretary shall keep the minutes of the meetings of the Board and of any committees, in books provided for the purpose; she/he shall see that all notices are duly given in accordance with the provisions of the by-laws or as required by law; he/she shall be custodian of the records of the Corporation; he/she shall witness all documents on the behalf of the Corporation, the execution of which is duly authorized, see that the corporate seal is affixed where such document is required to be under its seal, and, when so affixed may attest to the same; and, in general, he/she shall perform all duties incident to the office of a secretary of a corporation, and such other duties as are from time to time assigned to him/her by the Board.

Section 4.06. Board Treasurer. The Board Treasurer shall have charge of and be responsible for all funds, securities, receipts and disbursements of the Corporation, and shall deposit, or cause to be deposited, in the name of the Corporation, all money or other valuable effects in such banks, trust companies or other depositories as shall, from time to time, be selected by the Board; he/she shall render the Board, whenever requested, an account of the financial condition of the Corporation; and, in general, he/she shall perform all the duties incident to the office of Treasurer of a Corporation, and such other duties as are from time to time assigned to him by the Board.

Section 4.09. Compensation. The Board of Directors of The Einstein Group, Inc. shall have power to fix the salaries and other compensation and remuneration of whatever kind, of (1) Board members, if applicable, and (2) all employees of the Corporation, while adhering to the District (of **EINSTEIN CHARTER SCHOOL** location)

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Teacher Salary Schedule. It may authorize any committee or Member, upon whom the power of appointing subordinate officers may have been conferred, to fix the salaries, compensation and remuneration of such subordinate officers.

Section 4.10. Election, Tenure and Removal of Board Members. The Board of Directors shall appoint its members. The Board may remove a Member at any time. The removal of a Member does not prejudice any of his/her rights. The Board may remove an officer or agent at any time. The removal of an officer or agent does not prejudice any of his contract rights. The Board (or any committee or agent authorized by the Board) may fill a vacancy which occurs in the Corporation for the unexpired portion of the term.

ARTICLE V.

FINANCE

Section 5.01. Checks, Drafts, Etc. All checks, drafts, and orders for the payment of money, notes and other evidences of indebtedness, issued in the name of the Corporation, shall, unless otherwise provided by resolution of the Board of Directors, be signed by the Board President and the Lead Teacher.

Section 5.02. Fiscal Year. The fiscal year of the Corporation shall be the twelve calendar months period ending June 30 (in accordance w/ District Schedule) each year, unless otherwise provided by the Board.

ARTICLE VI.

SUNDRY PROVISIONS

Section 6.01. Books and Records. The Corporation shall keep correct and complete books and records of its accounts and transactions and minutes of the proceedings of its members and the Board and of any executive or other committee when exercising any of the powers of the corporation. The books and records of a corporation may be in written form or in any other form which can be converted within a

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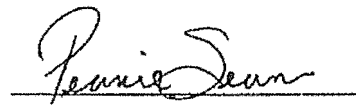
reasonable time into written form for visual inspection. Minutes shall be recorded in written form but may be maintained in the form of reproduction.

Section 6.02. Corporate Seal. The Board of Directors of **The Einstein Group, Inc.** shall provide a suitable seal, bearing the name of the Corporation, which shall be in charge of the Board Recorder/Secretary. The Board may authorize one or more duplicate seals and provide for the custody thereof.

Section 6.02. Execution of Documents. A Board Member may not act in more than one capacity to execute, acknowledge, or verify an instrument required by law to be executed, acknowledged, or verified by more than one agent.

Section 6.04. Amendments. The Board of Directors of **The Einstein Group, Inc.** shall have the power, at any meeting thereof, to make and adopt new by-laws or to amend, alter or repeal any of the by-laws of the Corporation only by vote of a quorum of at least two-thirds of the Board members present, which must include the Board President or President Designee.

These bylaws were adopted at a meeting of the Board of Directors of **The Einstein Group, Inc.** by unanimous vote, this 12th day of January 2004.

A handwritten signature in cursive script, appearing to read "Penie Jean", is written over a horizontal line.

Board Recorder/Secretary

Article II, Section 2.03 in Articles of Incorporation Package.)

- (10.a.ii.) **Length of Terms** (See By-Laws, Article II, Section 2.03, Section 2.04; Article I. Section 1.02; Article IV. Section 4.10)
- (10.a.iii.) **Officers** (See By-Laws, Article IV. Section 4.01, Section 4.02, Section 4.03, 4.04, 4.05, 4.06, and 4.10)
- (10.b.) **Board of Directors of nonprofit corporation, Powers and Duties** (See By-Laws, Article I, Section 1.02; Article II. Section 2.01, Section 2.07, 2.08; Article III. Section 3.01; Article IV. Section 4.01, Section 4.02, Section 4.03, Section 4.04, Section 4.06, Section 4.10; Article VI. Section 6.03, Section 6.04.

Members of the nonprofit corporation, specifically identified in the **ARTICLES of INCORPORATION** as the "INITIAL TRUSTEES" of **The Einstein Group, Inc.** are the governing/management board of **EINSTEIN CHARTER SCHOOL**. **The Einstein Group, Inc.** may exercise any power and perform any function necessary, requisite, or proper for the management of the SCHOOL not denied by its charter, the provisions of CHAPTER 42. CHARTER SCHOOL DEMONSTRATION PROGRAMS LAW, or other laws applicable to charter schools.

The Einstein Group, Inc., the nonprofit corporation that proposes the school charter for the **EINSTEIN CHARTER SCHOOL**, holds complete and exclusive control to: (1) Exercise any power and perform any function necessary, requisite, or proper to the **management** of the school; (2) Act as the **employment authority** of the school, including but not limited to making all personnel decisions regarding the employment, assignment, responsibilities, and conduct of school employees, including disciplinary action and due process, etc. (3) Make all **contractual decisions**, including but not limited to school personnel, insurance, facilities, equipment, supplies, and any purchased services, including legal retention (4) Provide oversight and responsibility for all **educational programmatic** decisions; (5) Hold **governance oversight** of the school-site LEADERSHIP TEAM and its members, including employment, membership requirements, and qualifications ; (6) Make all **scheduling decisions**, including but not limited to daily schedule, school calendar, and adjustments (e.g., extended school year, etc.), when applicable; (7) Establish all **student regulations and discipline procedures**, including but not limited to hearings and/or appeals, when applicable (8) Determine all aspects of **program evaluation**, including but not limited to curriculum, instruction, governance, professional development, parental/ community involvement, and methods of evaluation such as pupil assessments, faculty and staff evaluations, and all reports designed for reporting and/or monitoring purposes, such as semester reports, quarterly reports, and any comprehensive reports to the SEA and the LEA required by State law (9) Govern **admissions procedures and enrollment requirements**, including but not limited to grade levels, vacancies, eligibility requirements, and lotteries, and; (10) Exercise full **fiduciary responsibility and oversight**, including but not limited to planning, fundraising, and budgeting (expenditures, etc.).

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**ARTICLES OF INCORPORATION
OF
THE EINSTEIN GROUP, INC.**

UNITED STATES OF AMERICA
STATE OF LOUISIANA
PARISH OF ORLEANS

BE IT KNOWN, that on the 27th day of January, in the year of our Lord on two thousand and four of the Independence of the United States of America, the two hundred and twenty eighth,

BEFORE ME, ROMUALDO GONZALEZ, JR., a Notary Public, duly commissioned and qualified in and for the Parish of Orleans, State of Louisiana, therein residing,

PERSONALLY CAME AND APPEARED the person whose name is hereunto subscribed, who declared that availing himself of the provisions of the law of this State relative to the organization of corporations and more particularly the Non-Profit Corporation Law, Title 12, Chapter 2 of the Louisiana Revised Status of 1950, he has covenanted and agreed, and does, by these presents, covenant and agree, bind, form, and constitute himself as well as such other persons who may hereafter join or become associated with him, into a corporation politic in law for the objects and purposes and under the agreements and stipulations following, to wit:

ARTICLE I.

NAME

The name and title of this corporation and the municipal address of the corporation's registered office shall be:

THE EINSTEIN GROUP, INC.
7343 Heather Court
New Orleans, Louisiana 70127-1547

and under that name it shall have and enjoy all the rights, privileges and advantages granted by law to corporations.

ARTICLE II.

DURATION

The duration of this Corporation shall be for perpetuity, or such maximum period as may be authorized by Louisiana law.

ARTICLE III.

NONPROFIT CORPORATION

This Corporation shall be a nonprofit corporation.

ARTICLE IV.

OBJECTS AND PURPOSES

The purpose of this Corporation is to engage in any lawful activity for which a nonprofit corporation may be formed under Chapter 2, Title 12, of the Louisiana revised statutes (Non-Profit Corporation Law). It is organized and shall be operated exclusively for charitable, scientific, literary and/or educational purposes within that meaning of section 501 (c) (3) of the Internal Revenue Code of 1954, or the corresponding provision of any future United State Internal Revenue Code.

More particularly, the Corporation will endeavor to promote and support the creation of an independent public school for at-risk pupils under the Louisiana Charter School Demonstration Programs Law (La. R.S. 17:3971, et seq.), the primary purpose of which shall be to provide opportunities for educators and others interested in educating pupils to form, operate and be employed within the charter school for one or more of the following objectives:

- (a) Improve pupil learning and, in general, the public school system.
- (b) Increase learning opportunities and access to quality education for pupils.
- (c) Encourage the use of different and innovative teaching methods and a variety of governance, management and administrative structures.
- (d) Require appropriate assessment and measurement of academic learning results.
- (e) Account better and more thoroughly for educational results.
- (f) Create new professional opportunities for teachers and other school employees, including the opportunity to be responsible for the learning program at the school site.

To do all and everything necessary and proper for the accomplishment of any of the purposes or the attaining of any of the objects or the furtherance of any of the powers enumerated in these Articles of Incorporation or any amendment thereof, necessary or incidental to the protection and benefit of this Corporation.

The foregoing paragraphs shall be construed as enumerating both objects and powers of this corporation and it is hereby expressly provided that the foregoing enumeration of specific powers shall not be held to limit or restrict in any manner the power of this corporation.

ARTICLE V.

POWERS

In furtherance of such purposes, this Corporation shall have such powers granted to nonprofit corporations under the Laws of the State of Louisiana. There shall be no pecuniary profit or gain to members of this Corporation, no payment of dividends, nor any other remuneration except such reasonable compensation as may be fixed by Law. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. The Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under the Internal Revenue Code of 1986, or corresponding sections of any future tax codes, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986, or corresponding sections of any future tax codes.

- (a) The Corporation may engage in any activity that is in furtherance of or benefits the maintenance, operation, or promotion of the Einstein Charter School and auxiliary or supporting entities or activities.
- (b) The Corporation may purchase and acquire property and receive donations of money, property and other things of value in furtherance of said purposes.
- (c) The Corporation shall have the power to accept and administer donations, mortis causa or inter vivos, from whatever source, and for federal, state and private grants and to apply the same as may be prescribed in any act of donation, provided, however, that the Corporation shall not accept any donation, or undertake the administration or disposition thereof, if the conditions or directives thereof shall not be within the scope of the general purposes of the Corporation.
- (d) The Corporation may, in furtherance of its purposes and subject to restrictions contained herein, retain, hold, lease, sell, donate or otherwise dispose of or encumber any property, movable or immovable, which may have been given assigned, transferred, conveyed, or bequeathed to or received by it, or which otherwise may become a part of the property of the Corporation.
- (e) The Corporation may invest the proceed realized from the sale of any property or the monies realized from any other source whatever, and in such manner as its Board may deem proper.
- (f) The Corporation may borrow money, contract indebtedness and incur such liabilities, in such amounts and upon such terms, as it shall deem necessary or proper for the preservation of the properties of the Corporation or in furtherance of its purposes. It may evidence any such

PROJECT: Albert EINSTEIN CHARTER SCHOOL

loans, indebtedness and liabilities by the execution and delivery of such notes and other instruments of the Corporation as its Board shall deem proper. It may secure the payment and discharge of such loans, indebtedness and liabilities by mortgaging or pledging any or all the real and personal property of the Corporation as its Board shall deem necessary or appropriate. It may execute, acknowledge and deliver any instruments that may be necessary or proper in order to effect all such mortgages and pledges.

- (g) The Corporation shall have the full power, authority and discretion to deal with any situations which may arise respecting the property, objects, and purposes of the Corporation, in such manner as its Board shall deem advisable.
- (h) No part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting to influence legislation, or participating in any political campaign on behalf of any candidate for public office, or any other activity prohibited by a nonprofit corporation under Section 501 (c)(3) or 170 (c)(2) of the Internal Revenue Code.

ARTICLE VIII.

BASIS OF ORGANIZATION

- A. This Corporation shall be organized on a non-stock basis.
- B. The Corporation shall be managed by a Board of Directors.

ARTICLE IX.

INCORPORATORS AND INITIAL TRUSTEES

The names and addresses of individuals who shall comprise the initial Board of Directors of the Corporation are listed as follows:

Romualdo Gonzalez, B.S.
616 Pelican Avenue
New Orleans, Louisiana 70114-1140

Jerome Malina, B.S., D.C.
6959 Milne Boulevard
New Orleans, Louisiana 70124

Karen Mathews, B.S., M.S.T.
2420 Lyndell Drive
Chalmette, Louisiana 70043-5315

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Daniel Midkiff, B.S., M.Ed.
340 Eden Isles Boulevard
Slidell, Louisiana 70458

Pennie Senn, B.A., M.Ed.
236 Tullulah Avenue
River Ridge, Louisiana 70123

ARTICLE X. **BOARD MEMBERS**

- A. The direction and administration of this Corporation shall be vested in a Board of Directors, the number of which shall be as provided by the By-Laws.
- B. Board Members shall be appointed for a term of three (3) years in the manner prescribed by the By-Laws.
- C. Board Members shall be members of the Corporation.
- D. The Board of Directors may declare vacant the office of a Board Member, in accordance with the By-Laws, for non-attendance of Board meetings, dereliction of duty, and/or functions assigned by a quorum of Board Members.
- E. The initial Board Members of the Corporation will be appointed at the initial organizational meeting.

ARTICLE XII.

OFFICERS

The Officers of the Corporation shall be specified in the By-Laws.

ARTICLE XIII **REGISTERED AGENT**

The name and address of the registered agent of this Corporation is:

Romualdo Gonzalez, Jr.
612 Gravier Street
New Orleans, Louisiana 70130

ARTICLE XIV.

AMENDMENTS

Articles

Amendments to the Articles of Incorporation may be made by vote of a quorum of the Board at any duly called regular special meeting.

By-laws

The Board, by vote of a quorum, shall have the power to make, amend, alter and repeal By-Laws to govern the affairs of this Corporation, provided that they do not conflict with the Articles of Incorporation.

ARTICLE XV.

LIMITATIONS OF LIABILITY

- A. No Board Member, (or a person performing the function of a Board Member), or Agent of the Corporation shall be personally liable to the Corporation or to its Members for monetary damages for breach of fiduciary duty except: (i) for any breach of the Board Member's, or a person performing the functions of a Board Member, or Officer's duty of loyalty to the Corporation of its Members; (ii) for acts of omission not in good faith or which involved intentional misconduct or knowing violation of Law; (iii) for liability under R.S. 12:266(D); of (iv) for any transaction from which the Board Member, or a person performing the function of a Board Member, or Officer derived an improper personal benefit.
- B. No Board Member (or a person performing the function of a Board Member), or Agent of the Corporation, whether he or she serves with or without compensation for such services, shall be individually liable to the Corporation, to the Board Members, or to any other person, firm, or entity, for any act or omission resulting in damage or injury, arising out of the exercise of his or her judgment in the formation and implementation of policy while acting in the formation and implementation of policy while acting as a Board Member, or Agent of the Corporation, or arising out of the management of the affairs of the Corporation, while acting as a Board Member, or a person performing the function of a Board Member, or Agent of the Corporation, provided he or she was acting in good faith and within the scope of his or her official functions and duties, unless the damage or injury was caused by his or her willful misconduct.

- C. No mere informality in the organization of this Corporation shall have the effect of rendering this charter null or of exposing a Board Member, or a person performing the function of a Board Member, or Agent of the Corporation to any liability beyond the amount of his or her unpaid balance of his or her annual fee due to the Corporation.

ARTICLE XVI.

IDEMNIFICATION

The Corporation shall indemnify and hold harmless any Board Member or Agent, present or former, from any liability resulting from alleged acts or omissions as a Board Member of this Corporation. The Corporation shall reimburse each Board Member for all expenses (including attorney fees) actually and reasonably incurred in connection therewith, judgments, fines, and amounts paid in settlement, (if said settlement is made with the prior approval of the Board). In the case of actions by or in the right of the Corporation, unless and to the extent that the court shall determine upon application that, despite an adjudication of liability or settlement, in view of all the circumstances the Board Member is fairly and reasonably entitled to such indemnity which a court shall deem proper, indemnity shall be limited to expenses (including attorney's fees in amounts paid in settlement not exceeding, in the judgment of the Board, the estimated expense of litigating the action to conclusion) actually and reasonably incurred in connection therewith. No indemnification shall be made to any Board Member from any liability resulting from reckless disregard of his or her duties, gross negligence, or intentional misconduct.

ARTICLE XVII.

DISTRIBUTION OF ASSETS ON DISSOLUTION

Should this Corporation ever be dissolved, or should its existence terminate, all the Corporation shall be distributed only to organizations exempt from income tax under the provisions of Section 501 (c)(3) under the Internal Revenue Code of 1986, or corresponding section of any future federal tax code, or to the federal government, or to the State or local government for a public purpose. No part of the assets of the Corporation shall ever be distributed to or be used for the benefit of any Member of the Corporation, or any private individuals or corporations.

- A. Upon dissolution or termination of the Corporation, two Board Members thereof shall be elected as liquidators and, after paying or making provisions for payment of all liabilities of the Corporation, they shall distribute all of the assets of the Corporation to recipients with similar purposes to those of this Corporation, and who are qualified as nonprofit

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organizations under Section 501 (c)(3) and 170(c)(2) of the Internal Revenue Code.

- B. If the Corporation has ever received and accepted any gift conditioned or limited in such a manner, as to require the disposition thereof in a specific manner, the Board shall dispose the property in accordance with said conditions, so long as to do shall not, in the opinion of the Board, jeopardize the federal income tax exemption of this Corporation. No Board Member or other private individual shall be otherwise entitled to share in the distribution of any corporate assets upon dissolution.

ARTICLE XVIII

RESTRICTIONS

Notwithstanding any provision in these Articles of Incorporation to the contrary, the Corporation (1) will distribute its income for each tax year at such time and in such a manner as not to become subject to the tax on undistributed income by Section 4942 of the Internal Revenue Code of 1986, or corresponding section of any future federal tax code, (2) will not engage in any act of self-dealing as defined in section 4941(d) of the Internal Revenue Code of 1986, or any corresponding section of any future tax code, (3) will not retain any excess business holdings as defined in section 4943 (c) of the Internal Revenue Code of 1986, or corresponding section of any future federal tax code, (4) will not make any investments in such a manner as to subject it to tax under section 4944 of the Internal Revenue Code of 1986, or any corresponding section of any future tax code, and (5) will not make any taxable expenditure as described in section 4945(d) of the Internal Revenue Code of 1986, or any corresponding section of any future tax code.

In witness whereof, the appearers, witnesses, and I have hereunto affixed our hands on this the 27 day of JANUARY, 2004, at New Orleans, Orleans Parish, Louisiana

WITNESSES:

INCORPORATORS- INITIAL TRUSTEES:

[Signature] BS, D.C. Karen Mathews
[Signature] M.Ed. [Signature]
[Signature] M.Ed.

[Signature]
ROMUALDO GONZALEZ, INCORPORATOR

JAN/27/04
DATE

[Signature]
WITNESS

[Signature]
ARTICLES OF INCORPORATION PACKAGE
WITNESS

[Signature]
NOTARY PUBLIC

101H

**AFFIDAVIT OF ACCEPTANCE OF APPOINTMENT
BY DESIGNATED REGISTERED AGENT
ACCT 769 OF 1987**

**To the State Corporation Department
STATE OF LOUISIANA**

PARISH OF ORLEANS

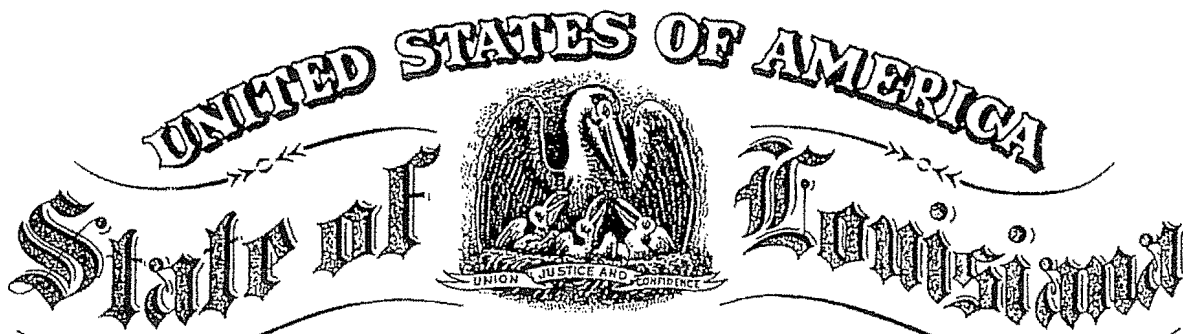
On this 27th day of JAN., 2004, before me, a Notary Public, in and for the State and Parish aforesaid, personally came and appeared Romualdo Gonzalez, Jr. who is to me known to be the person, and who, being duly sworn, acknowledged to me that he does hereby accept appointment as the Registered Agent of The Einstein Group, Inc. which is a Corporation authorized to transact business in the State of Louisiana pursuant to the provisions of the Title 12, chapter 1, 2, and 3.

Registered agent's signature:


Romualdo Gonzalez, Jr.

SWORN TO AND SUBSCRIBED before me, Notary this 27th day of January, 2004.


NOTARY



Jox McKeithen
SECRETARY OF STATE

As Secretary of State, of the State of Louisiana, I do hereby Certify that
a copy of the Articles of Incorporation of

THE EINSTEIN GROUP, INC.

Domiciled at NEW ORLEANS, LOUISIANA,

Was filed and recorded in this Office on March 16, 2004,

And all fees having been paid as required by law, the
corporation is authorized to transact business in this
State, subject to the restrictions imposed by law, including
the provisions of R.S. Title 12, Chapter 2.

*In testimony whereof, I have hereunto set
my hand and caused the Seal of my Office
to be affixed at the City of Baton Rouge on,*

March 16, 2004

Jox McKeithen

SKA 35668176D

Secretary of State





05/04/2004

EINSTEIN GROUP

7343 HEATHER CT
NEW ORLEANS, LA 70127-0000

TIN (Taxpayer Identification Number)

20-0913967

About Your EFTPS Enrollment

Dear Taxpayer:

You were recently pre-enrolled in the Electronic Federal Tax Payment System (EFTPS) to make all your federal tax payments online or by phone.

According to our records...

You have not activated your enrollment yet. You can activate your enrollment by calling 1-800-555-3453 and supplying EFTPS with your bank account information and phone number. Please have your Employer Identification Number (EIN), EFTPS Personal Identification Number (PIN received previously by a separate mailing), and bank account information handy when you call.

It's important that you activate your enrollment as soon as possible so you can begin making your payments through EFTPS. Once you begin using EFTPS, you will see how convenient, easy, and fast it is to make a federal tax payment online or by phone. Plus, you will receive an immediate acknowledgement number for every transaction which acts as a receipt for your records.

If you have any questions or need assistance, please call EFTPS Customer Service at 1-800-555-4477.

Thank You.

EFTPS Enrollment Processing

PROJECT: Albert EINSTEIN CHARTER SCHOOL

The **Orleans Parish School Board (OPSB)** is the authorized public chartering agency of **EINSTEIN CHARTER SCHOOL** and has the right to monitor the school through visits and/or review of the SCHOOL'S adherence to State law as evidenced by reports, pupil assessments (required pre- and post-assessments, State-mandated accountability testing), and any other such contacts that it deems necessary to determine the SCHOOL'S functioning according to its charter agreement.

The **Leadership Team** is the school-site governance body of **EINSTEIN CHARTER SCHOOL** and is composed of 7 Louisiana State certified teachers who helped develop and write the charter school proposal. **Leadership Team Members** are employed by **The Einstein Group, Inc.** as full-time teachers at **EINSTEIN CHARTER SCHOOL** and receive compensation for their certificated roles as teachers at the school. Their pay scale is based on District hourly rates for certificated teaching personnel according to the New Orleans Public School District Teacher Salary Schedule.

EINSTEIN CHARTER SCHOOL operates without a traditional principal or director. **Leadership Team** members annually appoint the **LEAD TEACHER** (from among the team) who serves as the administrative contact person to the Board of Directors (**The Einstein Group, Inc.**), parents, community, business, government, and the school's authorized public chartering agency, the Orleans Parish School Board. **Leadership Team** members also annually appoint a **LEADERSHIP TEAM DESIGNEE** who functions co-jointly with/in place of the **LEAD TEACHER** according to the **EINSTEIN CHARTER SCHOOL By-Laws**. The **LEAD TEACHER** functions as the primary agent (principal member) for teacher evaluation and certification requirements, e.g., *Louisiana Teacher Assistance and Assessment Program (LaTAAP)*.

Leadership Team Members have equal voting power when operating as the governance unit of the SCHOOL. Decisions of the **Leadership Team** are final, unless provisions (for appeal) are made elsewhere in the school charter. The **Leadership Team** shall operate in compliance with Federal and State laws, rules, regulations or prohibitions.

The effectiveness of the school's **innovative governance structure** will be evaluated according to the following criteria: (1) The volume of participatory decision-making that has school-wide impact, including but not limited to decisions usually relegated to one individual or administrator; (2) Stakeholder attendance at team meetings that are designed to obtain stakeholder input prior to decisions that have school-wide impact; (3) The degree to which school-wide policies and procedures reflect stakeholder input; (4) The degree to which regular classroom teachers participate in governance and management decisions that have school-wide impact; (5) The degree to which all stakeholders perceive personal efficacy in school-wide decisions and management that reflect policies, procedures, and operation of the school; (6) The extent by which certified teachers seek and retain employment in the school based on their perceptions and expectations, including but not limited to beliefs about the teaching and learning environment, professional development, governance, etc.

The Einstein Group, Inc. is the Board of Directors of **EINSTEIN CHARTER SCHOOL** and holds complete and exclusive control over all decisions regarding employment, personnel assignment, responsibilities, and conduct of employees hired to work at, or be employed at the school.

PROJECT: Albert EINSTEIN CHARTER SCHOOL

Certificate Verification

A certificate has been issued to
KOTCH LYNN BERGMAN
by the Louisiana Department of Education, based upon the following:

Certificates			
Type	Number	Issue Date	Valid
B	078483	6/17/1996	Life
CB	146721	6/30/1995	6/1995-6/1998
OP	000680	7/12/1994	7/1994-7/1995

Degree		
Description	Academic Institution	Year
B.S.	OUT-OF-STATE COLLEGE OR UNIVERSITY	1971

Area Of Certification	
Description	Issue Date
ELEMENTARY GRADES (Grades: 1-8)	7/12/1994
KINDERGARTEN (Grades: K-)	7/12/1994

Eligibility: The issued certificate authorizes the employment of the holder to teach only those subjects and/or engage in other services specified on the certificate.

Leadership Team

PROJECT: Albert EINSTEIN CHARTER SCHOOL

Certificate Verification

A certificate has been issued to
MARY LEE FOLEY
by the Louisiana Department of Education, based upon the following:

Certificates			
Type	Number	Issue Date	Valid
A	055070	5/7/1997	Life
B	073397	3/11/1994	Life
C	131440	7/18/1990	7/1990-7/1993
P	131440	7/18/1990	7/1990-7/1995

Degree		
Description	Academic Institution	Year
M.S.T.	LOYOLA UNIVERSITY	1996
B.A.	SOUTHERN UNIVERSITY IN NEW ORLEANS	1990

Area Of Certification	
Description	Issue Date
ACADEMICALLY GIFTED	11/25/2002
ELEMENTARY GRADES (Grades: 1-8)	7/18/1990

Eligibility: The issued certificate authorizes the employment of the holder to teach only those subjects and/or engage in other services specified on the certificate.

Leadership Team

PROJECT: Albert EINSTEIN CHARTER SCHOOL

Certificate Verification

A certificate has been issued to
ALICE LOUISE MIDKIFF
 by the Louisiana Department of Education, based upon the following:

Certificates			
Type	Number	Issue Date	Valid
T	085333	12/14/1982	8/1982-5/1983
A	038156	6/23/1981	Life
B	022893	6/12/1973	Life
C	049770	6/10/1970	6/1970-6/1973

Degree		
Description	Academic Institution	Year
MASTER'S DEGREE PLUS 30 GRADUATE HOURS		
M.ED.	UNIVERSITY OF NEW ORLEANS	1978
B.A.	UNIVERSITY OF NEW ORLEANS	1970

Area Of Certification	
Description	Issue Date
PROVISIONAL PRINCIPAL (Grades: K-12)	12/5/1996
CHILD SEARCH COORDINATOR (Grades: 1-12)	10/2/1995
SUPERVISOR OF STUDENT TEACHING (Grades: 1-12)	10/2/1995
EDUCATIONAL DIAGNOSTICIAN (Grades: K-12)	10/2/1995
PROVISIONAL ELEMENTARY SCHOOL PRINCIPAL (Grades: 1-8)	2/20/1992
PARISH OR CITY SCHOOL SUPERVISOR OF INSTRUCTION (Grades: 1-12)	2/20/1992
EDUCATIONAL CONSULTANT	6/15/1984
ACADEMICALLY GIFTED	8/5/1983
MILD/MODERATE (1-12)	1/11/1982
MENTALLY RETARDED	12/29/1981
SEVERE/PROFOUND (1-12)	12/29/1981
NONCATEGORICAL PRESCHOOL HANDICAPPED	12/9/1981
LEARNING DISABLED	8/24/1981
KINDERGARTEN (Grades: K-)	9/11/1979
ELEMENTARY GRADES (Grades: 1-8)	

Leadership Team LEAD TEACHER

PROJECT: Albert EINSTEIN CHARTER SCHOOL

Certificate Verification

A certificate has been issued to
RONALD EDWARD MIDKIFF
by the Louisiana Department of Education, based
upon the following:

Certificates			
Type	Number	Issue Date	Valid
A	055084	5/21/1997	Life
B	047174	5/8/1981	Life
C	089676	1/11/1977	1/1977- 1/1980

Degree		
Description	Academic Institution	Year
M.S.T.	LOYOLA UNIVERSITY	1995
B.A.	UNIVERSITY OF NEW ORLEANS	1976

Area Of Certification	
Description	Issue Date
ACADEMICALLY GIFTED	6/30/1999
COMPUTER LITERACY	2/21/1992
ELEMENTARY GRADES (Grades 1- 8)	

Eligibility: The issued certificate authorizes the
employment of the holder to teach only those
subjects and/or engage in other services specified
on the certificate.

Leadership Team

Certificate Verification

A certificate has been issued to
MICHELLE CORINNE POSEY
by the Louisiana Department of Education, based upon the
following:

LEADERSHIP
TEAM
DESIGNEE

Certificates			
Type	Number	Issue Date	Valid
C	166156	3/1/2002	3/2002-3/2005

Degree		
Description	Academic Institution	Year
B.A.	TULANE UNIVERSITY	1995
COMPLETED ALTERNATIVE TEACHER EDUCATION PROGRAM	UNIVERSITY OF NEW ORLEANS	2001

Area Of Certification	
Description	Issue Date
ELEMENTARY GRADES (Grades: 1-8)	3/1/2002

Eligibility: The issued certificate authorizes the
employment of the holder to teach only those subjects
and/or engage in other services specified on the
certificate.

Certificate Verification

A certificate has been issued to
JANIS MARIE RICE
by the Louisiana Department of Education, based upon the following:

Certificates			
Type	Number	Issue Date	Valid
A	054861	1/8/1997	Life
C	141450	1/3/1994	1/1994-1/1997

Degree		
Description	Academic Institution	Year
B.S.	OUT-OF-STATE COLLEGE OR UNIVERSITY	1977
M.A.	OUT-OF-STATE COLLEGE OR UNIVERSITY	1983

Area Of Certification	
Description	Issue Date
HEALTH (Grades: K-12)	1/3/1994
ACADEMICALLY GIFTED	1/3/1994
PHYSICAL EDUCATION (Grades: K-12)	1/3/1994

Eligibility: The issued certificate authorizes the employment of the holder to teach only those subjects and/or engage in other services specified on the certificate.

Leadership Team

PROJECT: Albert EINSTEIN CHARTER SCHOOL

Certificate Verification

A certificate has been issued to
DALE ANN ROYSTER
by the Louisiana Department of Education, based upon the following:

Certificates			
Type	Number	Issue Date	Valid
A	045718	7/29/1986	Life
C	113452	1/10/1984	1/1984-1/1987

Degree		
Description	Academic Institution	Year
M.A.	XAVIER UNIVERSITY OF LOUISIANA	1986
B.S.	OUT-OF-STATE COLLEGE OR UNIVERSITY	1979

Area Of Certification	
Description	Issue Date
ELEMENTARY GRADES (Grades: 1-8)	1/10/1984
KINDERGARTEN (Grades: K-)	1/10/1984

Eligibility: The issued certificate authorizes the employment of the holder to teach only those subjects and/or engage in other services specified on the certificate.

Leadership Team

PROJECT: Albert EINSTEIN CHARTER SCHOOL

(10.c.) Compensation Prohibition

EINSTEIN CHARTER SCHOOL acknowledges the prohibition of compensation of a school's board, i.e., a Board of Directors [R.S. 17: 3991(A)(1)(b)]. Members of **The Einstein Group, Inc.** are the **Board of Directors** of **EINSTEIN CHARTER SCHOOL**.

Leadership Team Members are classroom teachers employed at the SCHOOL site and are NOT trustees or board members of the nonprofit corporation a/ka/ The Einstein Group, Inc. **Leadership Team Members** are the on-site governance unit of the SCHOOL, but their compensation is based on their roles as certificated teachers. **Leadership Team Members** are not classified as administrators. **LEADERSHIP TEAM MEMBERS'** pay scale shall be based on District hourly rates for certificated teaching personnel according to the New Orleans Public Schools Teacher Salary Schedule.

(10.d.) SCHOOL Operation

EINSTEIN CHARTER SCHOOL operates under the on-site governance of the **SCHOOL Leadership Team**. There is no principal or director. **Leadership Team Members** share equal power when functioning in teaching and/or administrative roles, unless specifically provided for otherwise in the **EINSTEIN CHARTER SCHOOL By-Laws**. The **EINSTEIN CHARTER SCHOOL Leadership Team** shall function with no more than 7 members, nor less than 3 members at any time. The **Leadership Team** appoints the **LEAD TEACHER** from among its members. The **LEAD TEACHER** will serve as the administrative contact person for the SCHOOL's authorized public chartering authority, i.e., the Orleans Parish School Board, State and Federal officials/designees, parents, and community. The **Leadership Team** additionally appoints a **LEADERSHIP TEAM DESIGNEE** who functions co-jointly with/in place of the **LEAD TEACHER** according to the **EINSTEIN CHARTER SCHOOL By-Laws**. The **LEAD TEACHER** functions as the primary agent (principal member) for the *Louisiana Teacher Assistance and Assessment Program* (LaTAAP), where applicable.

(10.e.) LEADERSHIP TEAM Involvement

Participation in the initial (**founding**) **Leadership Team** is by choice. Minimally, **Leadership Team Members** have indicated a 3-year commitment to the SCHOOL. **Leadership Team Members** are familiar with State Charter School Law and Board policies. The composition of the **founding Leadership Team**, composed of 7 teacher employees at the SCHOOL, represents equitable access to leadership roles at the school. Improved educational and professional opportunities for teachers include the extent to which teachers seek out and become members of the **Leadership Team**, the on-site governance unit of the SCHOOL.

Leadership Team MEMBERS have equal voting power. Decisions of the **Leadership Team** are final, unless provisions (for appeal) are made elsewhere in the **SCHOOL CHARTER**. The **Leadership Team** shall operate in compliance with Federal, State, and District laws, rules, regulations or prohibitions.

PROJECT: Albert EINSTEIN CHARTER SCHOOL

Typical responsibilities of the **Leadership Team**, include, but are not limited to:

- (1) On-site accountability for assets and administration of the **SCHOOL**
- (2) Fulfillment of the **SCHOOL'S** educational mission
- (3) Compliance with all laws, rules, regulations, and prohibitions
for Federal and State laws
- (4) Fulfillment of certificated teaching responsibilities
- (5) Oversight and management of **SCHOOL** employees
- (6) Contact and reporting duties associated with **SCHOOL** performance,
evaluations, etc.
- (7) Report and data compilation associated with student achievement, **SCHOOL**
performance, etc.
- (8) On-site Disciplinary management procedures
- (9) Any other duties or responsibilities that the governing/management board deems
necessary to achieve any/all of the above

Before any contract is entered into legally obligating **The Einstein Group, Inc.** and **EINSTEIN CHARTER SCHOOL**, or any other enforceable obligation is undertaken in furtherance of establishing and operating the **SCHOOL**, or any pupil is registered in the **SCHOOL**, **The Einstein Group, Inc.** shall be duly registered and recorded as a nonprofit corporation known as "**THE EINSTEIN GROUP, INC.**" under the laws of the State of Louisiana.

(10.f.) Compliance

- (1) **EINSTEIN CHARTER SCHOOL** will comply with the open meetings
law, pursuant to R.S. 42:4. 1 et seq. [17:3996(B)(9)]
- (2) **EINSTEIN CHARTER SCHOOL** will comply with the public records
law, pursuant to R.S. 42:44. 1 et seq. [17:3996(B)(10)]

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11. PERSONNEL

(11.a.) Projected Staff Size/Pupil-Teacher Ratio

	<u>Categories: By FYs 1, 2, 3, 4, and 5</u>	<u>Positions</u>	<u>Years</u>
(a)	<u>Lead Teacher</u> (1) (8 hours = 480 min./day)	1.0	FY 1, 2, 3, 4, 5
(b)	<u>Regular Education Teachers</u> (24) (7 hours = 420 min./day) *(8 hours = 480 min./day): Leadership Team	24.0	FY 1, 2, 3, 4, 5
	Kindergarten (self-contained) Teacher	1.0	FY 1, 2, 3, 4, 5
	Kindergarten (self-contained) Teacher	1.0	FY 1, 2, 3, 4, 5
	1 st Grade (self-contained)	1.0	FY 1, 2, 3, 4, 5
	1 st Grade (self-contained)	1.0	FY 1, 2, 3, 4, 5
	2 nd Grade (self-contained)	1.0	FY 1, 2, 3, 4, 5
	2 nd Grade (self-contained)	1.0	FY 1, 2, 3, 4, 5
	3 rd Grade (self-contained) Teacher	1.0	FY 1, 2, 3, 4, 5
	3 rd Grade (self-contained) Teacher	1.0	FY 1, 2, 3, 4, 5
	3 rd Grade (self-contained) Teacher	1.0	FY 1, 2, 3, 4, 5
	4 th Grade Language Arts Teacher	1.0	FY 1, 2, 3, 4, 5
	4 th Grade Mathematics Teacher	1.0	FY 1, 2, 3, 4, 5
	4 th Grade Science-Social Studies Teacher	1.0	FY 1, 2, 3, 4, 5
	5 th Grade Language Arts Teacher	1.0	FY 1, 2, 3, 4, 5
	5 th Grade Mathematics Teacher	1.0	FY 1, 2, 3, 4, 5
	5 th Grade Science-Social Studies Teacher	1.0	FY 1, 2, 3, 4, 5
	6 th Grade Language Arts Teacher	1.0	FY 1, 2, 3, 4, 5
	6 th Grade Mathematics Teacher	1.0	FY 1, 2, 3, 4, 5
	6 th Grade Science-Social Studies Teacher	1.0	FY 1, 2, 3, 4, 5
	7 th Grade Language Arts Teacher	1.0	FY 1, 2, 3, 4, 5
	7 th Grade Mathematics Teacher	1.0	FY 1, 2, 3, 4, 5
	7 th Grade Science-Social Studies Teacher	1.0	FY 1, 2, 3, 4, 5
	8 th Grade Language Arts Teacher	1.0	FY 1, 2, 3, 4, 5
	8 th Grade Mathematics Teacher	1.0	FY 1, 2, 3, 4, 5

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	8 th Grade Science-Social Studies Teacher	1.0	FY 1, 2, 3, 4, 5
(c)	<u>*Special Education Teachers</u> (2)+ 8 hours = 480 min./day	2.0	FY 1, 2, 3, 4, 5
(d)	<u>Physical Education Teachers</u> (2) Staggered Schedule 7 hours = 420 min./day (9:00AM-4:00PM/10:00AM-5:00PM)	2.0	FY 1, 2, 3, 4, 5
(e)	<u>Librarian</u> (1) 7 hours = 420 min./day	1.0	FY 1, 2, 3, 4, 5
(f)	<u>School Nurse</u> (1) 6 hours = 360 min./day	1.0	FY 1, 2, 3, 4, 5
(g)	Social Worker/Counselor (LCSW) 6 hours = 360 min./day	1.0	FY 1, 2, 3, 4, 5
(h)	<u>Para-Professionals</u> (6) Staggered/Split Schedule 7 hours = 420 min./day	6.0	FY 1, 2, 3, 4, 5
	<u>School Business Manager</u> (.5)	.5	FY 1, 2, 3, 4, 5
	<u>School Clerk</u> (1)	1.0	FY 1, 2, 3, 4, 5
	<u>Custodian</u> (2)	2.0	FY 1, 2, 3, 4, 5
	<u>Cafeteria Workers</u> (3) (contracted)	3.0	FY 1, 2, 3, 4, 5
	TOTAL	44.5	FY 1, 2, 3, 4, 5

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Professional Faculty Positions: 38.0

- (a) Lead Teacher (1)
- (b) Regular Education Teachers (24)
- (c) Special Education Teachers (2)
- (d) Physical Education Teachers (2)
- (e) Librarian (1)
- (f) School Nurse (1)
- (g) Social Worker (1)
- (g) Para-Professionals (6)

Projected Teacher-Pupil Ratio (based upon maximum enrollment numbers)

(FY 1)	1:11
(FY 2)	1:12
(FY 3)	1:13
(FY 4)	1:14
(FY 5)	1:14

(11.b.) Personnel Policies and Employment Practices

(11.b.1.) Employment Authority

Members of the nonprofit corporation, specifically identified in the **ARTICLES of INCORPORATION** as the "INITIAL TRUSTEES" of **The Einstein Group, Inc.** form the governing board of **EINSTEIN CHARTER SCHOOL**. **The Einstein Group, Inc.** may exercise any power and perform any function necessary, requisite, or proper for the management of the SCHOOL not denied by its charter, the provisions of CHAPTER 42. CHARTER SCHOOL DEMONSTRATION PROGRAMS LAW, or other laws applicable to State charter schools. **The Einstein Group, Inc.** is the Board of Directors of **EINSTEIN CHARTER SCHOOL** and holds complete and exclusive control over all decisions regarding employment, personnel assignment, responsibilities, and conduct of employees hired to work at, or be employed at the school.

The Einstein Group, Inc., the nonprofit corporation that proposes the SCHOOL CHARTER for the **EINSTEIN CHARTER SCHOOL**, holds complete and exclusive control to: (1) Exercise any power and perform any function necessary, requisite, or proper to the management of the school; (2) Act as the employment authority of the school, including but not limited to making all personnel decisions regarding the employment, assignment, responsibilities, and conduct of school employees, including disciplinary action and due process, etc. (3) Make

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all **contractual decisions**, including but not limited to school personnel, insurance, facilities, equipment, supplies, and any purchased services, including legal retention (4) Provide oversight and responsibility for all **educational programmatic** decisions; (5) Hold **governance oversight** of the school-site LEADERSHIP TEAM and its members, including employment, membership requirements, and qualifications ; (6) Make all **scheduling decisions**, including but not limited to daily schedule, school calendar, and adjustments (e.g., extended school year, etc.), when applicable; (7) Establish all **student regulations and discipline procedures**, including but not limited to hearings and/or appeals, when applicable (8) Determine all aspects of **program evaluation**, including but not limited to curriculum, instruction, governance, professional development, parental/ community involvement, and methods of evaluation such as pupil assessments, faculty and staff evaluations, and all reports designed for reporting and/or monitoring purposes, such as semester reports, quarterly reports, and any comprehensive reports to the SEA and the LEA required by State law (9) Govern **admissions procedures and enrollment requirements**, including but not limited to grade levels, vacancies, eligibility requirements, and lotteries, and; (10) Exercise full **fiduciary responsibility and oversight**, including but not limited to planning, fundraising, and budgeting (expenditures, etc.).

The **Orleans Parish School Board (OPSB)** is the authorized public chartering agency of **EINSTEIN CHARTER SCHOOL** and has the right to monitor the school through visits and/or review of the SCHOOL'S adherence to State law as evidenced by reports, pupil assessments (required pre- and post-assessments, State-mandated accountability testing), and any other such contacts that it deems necessary to determine the SCHOOL'S functioning according to its charter agreement.

The **Leadership Team** is the school-site governance body of **EINSTEIN CHARTER SCHOOL** and is composed of 8 Louisiana State certified teachers who helped develop and write the charter school proposal. **Leadership Team Members** are employed by **The Einstein Group, Inc.** as full-time teachers at the school and receive compensation for their certificated roles as teachers at the school. Their pay scale is based on District hourly rates for certificated teaching personnel according to the New Orleans Public School District Teacher Salary Schedule.

(11.b.2.) Faculty Requirements

EINSTEIN CHARTER SCHOOL will adhere to the requirement that 75 percent (75 %) of its faculty shall be certified by the State Board of Elementary and Secondary Education, with the remaining instructional staff meeting at least one of the following requirements: (1) Be authorized under law or State Board regulation to teach temporarily while seeking a regular teaching certificate (2) Have at least a bachelor's degree or at least 10 years of experience related to the teaching position for which s/he is being hired, demonstrate exemplary skills in the field of expertise, and provide instruction under the supervision of a certified teacher. Leadership Team members will be current Louisiana certified teachers. Any individual who makes application to **EINSTEIN CHARTER SCHOOL** for employment under #2 shall be employed based on a determination of the applicant's qualifications by the SCHOOL employment authority, **The Einstein Group, Inc.**

(11.c.) LEADERSHIP TEAM Administration

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(11.c.1) Requirements and Qualifications for LEADERSHIP TEAM

(11.c.1.a.) (Founding) SCHOOL LEADERSHIP TEAM Membership:

- (1) Member of **Founding Faculty Group** for **EINSTEIN CHARTER SCHOOL**
- (2) Valid and current Louisiana teaching certification
- (3) Employed on-site at **EINSTEIN CHARTER SCHOOL**
- (4) A minimum commitment of 3 years as a **Leadership Team Member**

(11.c.1.b.) (Founding) SCHOOL LEADERSHIP TEAM Lead Teacher:

- (1) Member of **Founding Faculty Group** for **EINSTEIN CHARTER SCHOOL**
- (2) Valid and current Louisiana teaching and Principal certification
- (3) Employed on-site at **EINSTEIN CHARTER SCHOOL**
- (4) A minimum commitment of 3 years as a **Leadership Team Member**
- (5) LaTAAP State-trained Assessor/Mentor
- (6) Selected by **Leadership Team**

(11.c.1.c.) (Founding) SCHOOL LEADERSHIP TEAM DESIGNEE:

- (1) Member of **Founding Faculty Group** for **EINSTEIN CHARTER SCHOOL**
- (2) Valid and current Louisiana teaching certification
- (3) Employed on-site at **EINSTEIN CHARTER SCHOOL**
- (4) A minimum commitment of 3 years as a **Leadership Team Member**
- (5) Selected by **Leadership Team**

The initial trustees of **THE EINSTEIN GROUP, INC.**, the nonprofit corporation formed to run **EINSTEIN CHARTER SCHOOL** are:

Mr. Romualdo Gonzalez, B.S.
616 Pelican Avenue
New Orleans, Louisiana 70114-1140

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Dr. Jerome Malina, B.S., D.C.

6959 Milne Boulevard

New Orleans, Louisiana 70124

Ms. Karen Mathews, B.S., M.S.T. (Valid and current Louisiana Teaching Certificate)

2420 Lyndell Drive

Chalmette, Louisiana 70043-5315

Mr. Daniel Midkiff, B.S., M.Ed. (Valid and current Louisiana Teaching Certificate)

340 Eden Isles Boulevard

Slidell, Louisiana 70458

Ms. Pennie Senn, B.A., M.Ed. (Valid and current Louisiana Teaching Certificate)

236 Tullulah Avenue

River Ridge, Louisiana 70123

(11.d.) Employee Benefits

As proposed, **EINSTEIN CHARTER SCHOOL** employees who are employees of the Orleans Parish School Board (OPSB) or another District in Louisiana, shall, if such employees desire, be placed on leave of absence, not exceeding three years, pursuant to [LA R.S. 17:3997(B)(1)(2)]. It is the responsibility of the employee to make the request according to the law. Such school employees shall retain permanent status gained in the District prior to the leave authorized by [LA R.S. 17:3997(B)(4)].

An employee granted leave by a District Board under [LA R.S. 17:3997(B)] will be allowed to continue to participate in any group insurance (hospitalization, dental, vision) and State retirement system in which the employee was otherwise entitled to participate, subject to the same conditions and costs [LA R.S. 17:3997(B)(5); LA R.S. 17:3997(B)].

Employment in the **EINSTEIN CHARTER SCHOOL** for all employees will be deemed to be employment in a public elementary school in the District and the State of Louisiana and will constitute eligibility for any or all benefits which would otherwise accrue under State law to such an employee in any other public school. In cases where faculty/staff members are contracted by **EINSTEIN CHARTER SCHOOL** with the OPSB, such employees shall receive the same benefits as other such employees of the New Orleans Public School District [LA R.S. 17:3997(C)(1)(a)].

EINSTEIN CHARTER SCHOOL employees who, previous to employment in the **SCHOOL**, were employees of a public parish or city school district shall, if such employees desire, be placed on leave of absence pursuant to 17:3997(B)(1)(2) as follows:

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At the end of the **first** year of leave authorized in Subsection B, an employee may return to his former teaching position with the local school board (OPSB).

At the end of the **second** year of leave authorized in Subsection B, an employee may make a written request to the local school board to return to the city or parish school system to a comparable position from which the leave was granted. Upon such request, the employee shall be permitted to return to a comparable position even if such return necessitates a reduction in force by the local school board in accordance with the provisions of the law.

At the end of the **third** year of leave authorized by Subsection B, an employee shall either make a written request to the local school board to return to the city or parish school system in a comparable position, if one is available, or resign from the position from which the leave was granted. Any employee requesting to return to the city or parish school system in a comparable position shall be permitted to return even if such return necessitates a reduction in force by the local school board in accordance with the provisions of R.S. 17:81.4.

In accordance with 17:3997(B)(3), the local school board may require that any requests, made at the end of the first, second, or third year of employment in **EINSTEIN CHARTER SCHOOL** be made at least ninety days before the employee would otherwise have to report to duty. In all instances in which an employee seeks to return to the city or parish school system, it is the responsibility of the employee to make the request according to the law.

Upon the return of an employee to the city or parish school system, such teacher shall retain permanent status gained in the public school system prior to the leave authorized by 17:3997(B)(4), even if the teacher is terminated by **EINSTEIN CHARTER SCHOOL**.

An employee granted leave from a city or parish school system under 17:3997(B) will be allowed to continue to participate in any group insurance (hospitalization, dental, vision) in which the employee was otherwise entitled to participate subject to the same conditions and costs. [17:3997(B)(5)]

An employee granted leave from a city or parish school system under 17:3997(B) will be allowed to continue to participate in the State of Louisiana Teachers' /Employees' Retirement System in which the employee was otherwise entitled to participate subject to the same conditions. For the duration of such leave, each such employee shall contribute to and be eligible for the school employees' and teachers' retirement systems and service time for the accrual of retirement benefits. [17:3997(A)(2)]

Employment in **EINSTEIN CHARTER SCHOOL** for all employees shall be deemed to be employment in a public elementary school in the District and the State of Louisiana and shall constitute eligibility for any or all benefits which would otherwise accrue under state law to such an employee in any other elementary school, including but not limited to the school employees' and teachers' retirement systems. [17:3997(A)(2)]

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The compensation that a teacher or school employee of **EINSTEIN CHARTER SCHOOL** would have received if employed by a parish or city school system will be used to determine employee and employer contribution levels of the respective retirement systems.

[17:3997(A)(4)(a)]

EINSTEIN CHARTER SCHOOL LEADERSHIP TEAM MEMBERS are public school employees according to [17:3997(A)(3)] and eligible for any or all benefits which would otherwise accrue under state law to public school employees, including but not limited to the school employees' and teachers' retirement systems, and service time for the accrual of retirement benefits. [17:3997(A)(2)]

In cases where staff members are contracted by **EINSTEIN CHARTER SCHOOL** with a parish or city school system, such employees shall receive all the same benefits as other such employees of the parish or city school system. [17:3997(C)(1)(a)]

EINSTEIN CHARTER SCHOOL will notify in writing all potential SCHOOL employees of the specific benefits they will be offered as specified in the SCHOOL CHARTER agreement.

[17:3997(A)(1)(a)]

(11.e.) Collective Bargaining

All employees of **EINSTEIN CHARTER SCHOOL** are public school employees and may choose to contribute to membership as Bargaining Unit members in any current or future collective bargaining agreement(s) entered into by a parish or city school board of the SCHOOL'S location, **including but not limited to** the ORLEANS PARISH SCHOOL BOARD, hereinafter referred to as the "BOARD" and the UNITED TEACHERS OF NEW ORLEANS, hereinafter referred to as the "UNION." [17:3997(A)(2); 17:3997(D)]

Notwithstanding any State law, rule, or regulation to the contrary, the provisions of any collective bargaining agreement entered into by any school board, including but not limited to the ORLEANS PARISH SCHOOL BOARD, into whose jurisdiction **EINSTEIN CHARTER SCHOOL** locates, the following will apply:

All ARTICLES OF AGREEMENT within any current or future collective bargaining AGREEMENT(s) made and entered into, by and between any school board or the BOARD and any teacher union or the UNION, are subject to interpretation by **The Einstein Group, Inc.**, and does not imply recognition of, compliance with, or adherence to any or all conditions with or contained within any ARTICLE(S) of the AGREEMENT.

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The Einstein Group, Inc. recognizes the right of SCHOOL employees to be members of any Bargaining Unit, if they so desire, as defined in any current or future collective bargaining AGREEMENT(S) entered into, by and between a board or the BOARD and a union or the UNION. Employees of **EINSTEIN CHARTER SCHOOL** who are contributing members or are non-dues paying members of any union or Bargaining Unit may suffer loss of pay or benefits should they participate in system-wide actions that result in their absence from work. **The Einstein Group, Inc.** neither recognizes nor adheres to any procedural guidelines or contractual agreements and/or articles that may be agreed upon or disputed by the superintendent of the New Orleans Public Schools/Designee, the District School Board, or an arbitrator with regard to bargaining unit members and their rights.

(11.f.) Employee Evaluation

Formal, scheduled evaluations of **EINSTEIN CHARTER SCHOOL** teachers and other SCHOOL employees will be conducted twice a year, minimally, (Fall and Spring) by the **Lead Teacher** or a designated **Leadership Team Designee** who is a State-trained assessor. All **Leadership Team Members** hold supervisory capacity. Formal evaluations for all SCHOOL employees will consist of a (1) Pre-Observation Interview (2) Observation, and (3) Post-Observation Conference. The SCHOOL employee will receive copies of relevant feedback related to the formal evaluation process each time. Evaluations of **EINSTEIN CHARTER SCHOOL** teachers and other school employees will comply with policies and procedures applicable to State law and will not be contraindicated of the Constitution and/or applicable laws and prohibitions.

(11.f.1.) Employee Contracts

(1) Employment notices and opportunities for faculty and staff will be publicized through city-wide newspapers, university publications, neighborhood associations, District bulletins, the **EINSTEIN CHARTER SCHOOL** website, and local radio and public broadcast stations; (2) All school advertisements and employment notices, in oral or written format, will be in compliance with all State and Federal rules, regulations, and prohibitions; (3) Recruitment for SCHOOL faculty and staff will be conducted on an on-going basis, including but not limited to advertising promotions, personal contacts, presentations at town meetings, neighborhood groups, public facilities, private and public universities; (5) Recruitment for school faculty and staff will utilize total stakeholder involvement, including but not limited to stakeholder participation in interviews, open houses, fairs, town meetings, open board meetings, faith-based centers, etc., and; (6) Whenever possible, the SCHOOL will coordinate its employment efforts with the District to attract/place qualified personnel.

The availability and/or elimination of faculty and staff positions for the SCHOOL will be approved by **The Einstein Group, Inc.** Job descriptions will be developed and approved by **The Einstein Group, Inc.**

Contracts will be renewable annually. By signing a SCHOOL contract, the employee signifies acknowledgement and acceptance of the SCHOOL policies and conditions of employment and agrees to abide by its policies and uphold the mission of **EINSTEIN CHARTER SCHOOL**.

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By mid-April of each year, **The Einstein Group, Inc.** will distribute contracts for SCHOOL employees for the coming year. Signed contracts must be received by the **Lead Teacher and/or Leadership Team Designee** within two (2) weeks. Under ordinary circumstances, a current employee will be notified by April 1st, if a contract will not be renewed. If an employee breaks a contract after it has been signed and submitted, **The Einstein Group, Inc.** reserves the right to pursue appropriate legal action and include this information on recommendation forms. All employees are required to complete the Federal Form I-9 Employment Verification Form.

(11.1.2.) Disciplinary Action/Due Process

All employees are expected to uphold the mission of **EINSTEIN CHARTER SCHOOL**.

Disciplinary action by **The Einstein Group, Inc.** may be taken when an employee neglects the performance of his/her responsibilities, is incompetent, is dishonest, demonstrates personal misconduct unbecoming to the employee's profession or position, or which reflects discredit upon the SCHOOL. Furthermore, if an employee refuses to comply with the rules, policies and procedures of the SCHOOL, the employee will be subject to disciplinary action by the governing board.

SCHOOL employees have the right to express concerns arising from work/SCHOOL conditions, employment practices or differences of interpretation of policy that might arise between **EINSTEIN CHARTER SCHOOL** and its employees. It is the intent of **EINSTEIN CHARTER SCHOOL** that all employees will be given an opportunity to express their concerns formally and/or informally. It is the responsibility of the employee to discuss these concerns with the **Lead Teacher, Leadership Team Designee**, or any other **Leadership Team Member** the employee chooses. If the employee feels that his/her concerns have not been adequately addressed, the employee may present a written notice (i.e., grievance) to **The Einstein Group, Inc.** through the **Lead Teacher or Leadership Team Designee** (preferably) or directly. The **Leadership Team** will convene a meeting with the employee and any other parties involved in the dispute/concern.

In case of disciplinary action or dismissal, the employee may file an appeal. Within three (3) working days of the receipt of the notice of dismissal, the employee should file a written notice of an appeal to the SCHOOL governing board, **The Einstein Group, Inc.** through the **Lead Teacher or the Leadership Team Designee**, in the absence of the **Lead Teacher. The Einstein Group, Inc.** will meet in a timely manner and review all matters that it deems relevant with respect to the appeal and give the appellant employee reasonable opportunity to present any matters, testimony, and/or individuals that s/he wants further considered. **The Einstein Group, Inc.** shall render its decision within ten (10) working days after the hearing, and its decision will be final. During the duration of these proceedings, the employee shall be suspended without pay from the performance of all duties under his/her contract. In the event that **The Einstein Group, Inc.** determines that the employee should be reinstated, the suspension and notice of dismissal shall be voided, and the employee will be entitled to back pay. If the dismissal is affirmed, the dismissal will be final, and all obligations of **EINSTEIN CHARTER SCHOOL** under the contract with the employee will terminate as of the date of receipt by the employee of the notice of dismissal or suspension.

PROJECT: Albert EINSTEIN CHARTER SCHOOL

(11.g.) LaTAAP Assessment

EINSTEIN CHARTER SCHOOL will participate in the Louisiana Teacher Assistance and Assessment Program (LaTAAP) for those teachers who meet the criteria for participation according to State. [17:3997(D)] The **Lead Teacher/Designated Leadership Team Member** will be a State-trained LaTAAP assessor/mentor and will be identified as the "Principal/Designee." Only a LaTAAP **Leadership Team** member who holds Principal/Supervisor certification will be identified as the Principal/Designee. External Assessors will be selected from the State-generated list of individuals who meet LaTAAP criteria. The SCHOOL will coordinate its LaTAAP procedures with the District wherever possible.

Following the successful completion of LaTAAP, its policies and procedures, and in accordance with State law, the teacher will be deemed to have met the provisions of 17:3891 to upgrade his/her teaching certificate, obtain a regular teacher certificate, or proceed to the next certificate level.

(11.h.) Professional Growth

The proposed grassroots reform model of **EINSTEIN CHARTER SCHOOL** utilizes a bottom-up approach and site-based decision-making that encompasses all areas of SCHOOL functioning: (1) Curriculum; (2) Instruction; (3) Governance; (4) Professional Development, and; (5) Stakeholder Involvement. The extent of teachers' professional development at **EINSTEIN CHARTER SCHOOL** is unlimited, given the possibilities that exist across all areas. For example, Charter School Law states specifically that it is intended to increase the effectiveness of professional development for teachers and other school employees through innovative opportunities and to increase responsibility for the total learning program[17:3972(B)(1)(f)]. At **EINSTEIN CHARTER SCHOOL**, teachers (stakeholders) are given opportunities to make decisions that will have school-wide impact on curriculum, instruction, governance, stakeholder involvement, and their own professional development. The teacher-based governance structure speaks volumes in terms of the value of the classroom teacher. "The era of isolated teaching is over. Students thrive when teachers and school leaders work together in strong professional learning communities" (ENC Focus Review, 2003), based upon Breaux and Wong (2003) in *New Teacher Induction: How to Train, Support, and Retain New Teachers*.

The effectiveness of the SCHOOL'S innovative governance structure will be evaluated, in part, according to the direct effect on teachers, as follows: (1) The volume of participatory decision-making that has school-wide impact, including but not limited to decisions usually relegated to one individual or administrator; (2) The degree to which school-wide policies and procedures reflect stakeholder (teacher) input; (4) The degree to which regular classroom teachers participate in governance and management decisions that have school-wide impact; (5) The degree to which all stakeholders (teachers) perceive personal efficacy in school-wide decisions and management that reflect policies, procedures, and operation of the school; (6) The extent by which certified teachers seek and retain employment in the school based on their perceptions and expectations, including but not

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limited to beliefs about the teaching and learning environment, professional development, governance, etc.

Improved educational and professional opportunities for teachers at the school will be evaluated according to the following criteria: (1) The extent to which teachers pursue and enroll in advanced educational coursework, i.e., seek advanced degrees, National Board Certification, have endorsements added onto their State teaching certificate, etc.; (2) The extent to which mid-level professionals seek school employment and fulfill the requirements for Alternative Certification; (3) The extent to which teachers seek out and become a member of the school-site governance unit known as the School Leadership Team, and; (4) The extent to which teachers hold favorable perceptions of personal and professional efficacy and school climate.

The innovations and potential for teachers' professional development at **EINSTEIN CHARTER SCHOOL** may be summarized as follows:

1. Teachers have direct and immediate input into all SCHOOL structures
2. Decision-making opportunities for school-wide impact
3. **Grassroots** model depends on teachers' professional competence
4. Assures teacher involvement and buy-in
5. Promotes respect for and among teachers
6. Supportive (increased face-to-face opportunities) team environment
7. Increases understanding among all stakeholders
8. Environment supports innovation
9. Increases motivation
10. Administrative opportunities for teachers to develop leadership skills
11. Collegial mentoring opportunities
12. Opportunities for professional advancement
13. On-site certification assistance and alternative programs for teachers by experienced educators
14. Job-embedded (school-day) staff development opportunities
15. Flexible scheduling
16. Expands teachers' knowledge base in each discipline, particularly mathematics and science (curriculum integration, curriculum design, interdisciplinary approaches)
17. Incorporates use of auxiliary personnel and paraprofessionals
18. Incorporates daily planning opportunities with grade-level and cluster colleagues
19. Increases stakeholder involvement and inter-group exchanges
20. Optional professional participation in enrichment programs
21. Opportunities for research development
22. Assistance with the pursuit of advanced educational degrees and/or certifications
23. Grant opportunities
24. Consistent disciplinary environment
25. Involves choice
26. Unique charter school environment
27. Encourages personal initiative and accomplishment
28. Promotes team collaboration
29. Promotes diversity among faculty

PROJECT: Albert EINSTEIN CHARTER SCHOOL

- 30. Provides technological support
- 31. Provides for continuation of union, professional educator affiliations, etc., with noted exceptions (See **PERSONNEL: Collective Bargaining.**).
- 32. Allows for uninterrupted service years in State of Louisiana Teacher Retirement System
- 33. Adheres to State Charter Law regarding School District employment options, e.g., Leave of Absence, etc.
- 34. Adheres to State attendance requirements for teachers and students, with noted exceptions (See **School Calendar.**)
- 35. Maintains same medical, dental-vision, and insurance options available to State public employees
- 36. Encourages university affiliations and enrollment options
- 37. Intensifies national, state, and local initiatives to recruit and maintain qualified teaching professionals in education, particularly with high at-risk populations

(11.I.) BESE Background Checks

The **Leadership Team** and all faculty and staff of the SCHOOL are subject to all provisions of State law relative to background checks applicable to the same employment requirements of public school personnel [17:3991(C)(6)(b); 17:3991(E)(5)].

12. SUPPORT SERVICES

(12.a) Types of Support Services: Academic; Supplemental Educational Provider (for districts with schools in School Improvement 3 and 4); Social, Medical, Food, Security

(12.a.1) Parish/City School District/Contractual

EINSTEIN CHARTER SCHOOL will participate in the National School Breakfast Program and the National School Lunch Program and will negotiate with the New Orleans Public Schools District, in whose jurisdiction the school is located, for school breakfast and lunch programs and any other support services deemed necessary by **The Einstein Group, Inc./Leadership Team**, provided to other public schools in the system. The SCHOOL may contract with the District to provide that portion of its staff to provide for participation in such contracted services [17:3991(D); 17:3997(C)].

PROJECT: Albert EINSTEIN CHARTER SCHOOL

(12.b.) Alternate Arrangements: Private/Contractual

EINSTEIN CHARTER SCHOOL may contract with public or private entities other than The New Orleans Public Schools District, for any or all support services that it deems essential for its students and program.

(12.c.) Special Services for At-risk/Special Needs Students

EINSTEIN CHARTER SCHOOL will run an extensive, supplementary, before-and-after school enrichment program, beginning at 7:00 AM to 8:00 AM (1 hour), with Study Hall from 3:00 to 4:00 PM for tutoring/homework services, and a varied enrichment/clubs program from 4:00 PM – 6:00 PM. By applying to participate in **Supplemental Services**, the SCHOOL will support at-risk students' academic needs, because in addition to the longer school day of 7 hours, the supplemental program has the potential to add up to 4 more hours of instructional time. As a **Supplemental Educational Provider** through the Louisiana Department of Education (Extended Learning), the SCHOOL will help eligible students from low-income families increase their proficiency in the State's academic Standards.

Additionally, the SCHOOL will fund 2 full-time (on-site) social worker and nurse positions (1 each) to augment services for the specialized needs of at-risk/special needs youths and their families. Direct and immediate access to these types of professional services will ensure that students' needs are being properly addressed. Additionally, SCHOOL personnel will receive specialized training in guidance, counseling, and health issues to assist students and their families.

13. FACILITIES AND EQUIPMENT

(13.a.) Status of SCHOOL Facility

(13.a.1.) Location

EINSTEIN CHARTER SCHOOL will be located within the jurisdictional boundaries of the City of New Orleans and the New Orleans Public Schools District in Orleans Parish. The SCHOOL will initially occupy a 30,000 square foot portion of a 130,000 sq. footage building (identified as "The Enterprise Center" in the New Orleans Regional Business Park (NORBP), located in eastern New Orleans at 13801 Old Gentilly Road, New Orleans, LA 70128. The area is an enterprise and development district managed by the Industrial Development Board of the City of New Orleans Louisiana, Inc. The NORBP is home to a minimum of sixty businesses and/or governmental agencies, and includes Six Flags New Orleans, Lockheed Martin Space Systems, Folger Coffee, Dr. Tichenor, and Crescent Crown Distributing Corporation, LLC, all of which are potential business and educational partners and have expressed strong interest in the school. The building and the surrounding grounds have the potential for expansion.

New Orleans East has the space for future development and requires more schools. **EINSTEIN CHARTER SCHOOL** will alleviate school overcrowding in the east and bolster the low

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EINSTEIN CHARTER SCHOOL

In New Orleans East

New Orleans Regional Business Park

13801 Old Gentilly Road

New Orleans, Louisiana 70128

Building renovations by Hewitt-Washington & Associates, Architects and Planners

(This firm has completed Nelson Elementary, Martin Luther King, Jr. and Schaumburg Elementary, all New Orleans Public Schools) Renovation costs will be assumed by NORBP at \$2,000,000 and will be safety-health-fire compliant.



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academic ratings of Orleans Parish public schools. As a specialized mathematics-science school, **EINSTEIN CHARTER SCHOOL** will attract families and businesses, and promote the active participation of neighborhood and community associations, nonprofit organizations, and businesses.

The location is available to **EINSTEIN CHARTER SCHOOL** as the only tenant in the building. Approximately \$2,000,000 has been allocated within NORBP's annual budget for renovation to comply with all safety, fire, and building codes for an elementary school, contingent upon the approval of the **EINSTEIN CHARTER SCHOOL Charter** by the Orleans Parish School Board.

Currently, renovation plans are being reviewed by Hewitt-Washington & Associates, Architects + Planners. This firm has previously completed Nelson Elementary, Martin Luther King, Jr. and Schaumburg Elementary, all New Orleans Public School buildings. The SCHOOL facility will be in compliance with all State and Federal laws and codes. The building will be completed prior to August 2005 when the SCHOOL is planned to open.

(13.b.) Facility/Equipment Safety and Adequacy

As the sole tenant in The Enterprise Center building located at 13801 Old Gentilly Road in eastern New Orleans, and according to the renovation plan by Hewitt-Washington & Associates, **EINSTEIN CHARTER SCHOOL** will be in compliance with all codes and requirements to ensure safety and adequacy. All considerations, including building maintenance, accessibility, asbestos detection and abatement, sanitary measures, environmental safety, pesticide use, and fire safety, will be included in the terms of the lease between the **Industrial Development Board of the City of New Orleans Louisiana, Inc. and The Einstein Group, Inc.** and will be in compliance with Federal and State law. [17:3991(B)(15)].

The Einstein Group, Inc. is the sole lessee of the building/facility and has appropriately allocated the funds necessary to lease the site within its proposed budget. Neither the Louisiana State Board (BESE) nor the Orleans Parish School Board bears fiduciary and/or legal responsibility for the terms and/or conditions of the lease. This condition is in accordance with State Charter School Law, and should the **CHARTER** be revoked or should the **SCHOOL** cease to exist and/or operate according to the terms of the **CHARTER** between **The Einstein Group, Inc.** and its chartering authority (Orleans Parish School Board), **The Einstein Group, Inc.** retains complete and total legal responsibility for fulfilling the terms of the lease.

Regarding development of the location and adequacy of the SCHOOL facility and equipment [17:3991(B)(15)], the following criteria will be considered:

Enrollment Projection: 360 – 450 Students

Grades: Kindergarten – 8th

Number of Classrooms: 30-35 Classrooms

Library: 5,500 – 6,500 volumes

Cafeteria: 225 - 275 Student Capacity

Gym (projected)

Auditorium (projected)

PROJECT: Albert EINSTEIN CHARTER SCHOOL

Fitness Center (projected)

Cost

Lease (Yes)

Owner: Industrial Development Board of the City of New Orleans, Louisiana, Inc.

Community Need(s)

Accessibility for Individuals with Disabilities

Accessibility to Stakeholders

Fire and Safety Codes

Neighborhood Conditions and Impact: Eastern New Orleans, Six Flags New Orleans,

Lockheed Martin Space Systems, NOBID businesses

Grant Assistance (Federal, State, Individuals, Foundations, etc.; Construction/

Non-Construction)

Building Condition (footage, etc.)

Future Expansion: Erection, construction, etc.

(13.c) Plans for Disposal if Terminated

Negotiations with the New Orleans Public Schools District or any other body or entity for a SCHOOL facility and equipment, its acquisition, including but not limited to public bids for erection, construction, alterations, improvements and repairs of the SCHOOL facility, and the procedures for disposal of the facility and equipment, should the **SCHOOL CHARTER** be terminated or non renewed, shall be in compliance with all Federal and State laws, rules, regulations or prohibitions, specifically those in the Charter School Law as [17:3982(B); 17:3991(B)(15); 17:3991(D); 17:3996(B)(19); 17:4001(C)].

Any assets acquired by **EINSTEIN CHARTER SCHOOL**, including but not limited to tangible items such equipment, technology, instructional materials, and all other property, movable and immovable, are the property of the **SCHOOL** for the duration of its **CHARTER** agreement. If the **CHARTER** agreement of **EINSTEIN CHARTER SCHOOL** is revoked or the SCHOOL otherwise ceases to operate, all assets purchased with any public funds shall become the property of the SCHOOL'S authorized public chartering agency (Orleans Parish School Board). **EINSTEIN CHARTER SCHOOL** will maintain records of any assets acquired with any private funds and these assets will remain the property of **The Einstein Group, Inc.**, the nonprofit corporation operating the **SCHOOL**.

Should the **SCHOOL CHARTER** terminate, **The Einstein Group, Inc.** shall make provision for payment of all of the liabilities of the SCHOOL and shall transfer all of the remaining assets of the SCHOOL acquired with public funds to its chartering authority (Orleans Parish School Board). The SCHOOL shall comply with Federal [501(3)(c)] and State laws regarding distribution of any remaining assets that have been acquired with documented private funds [17:3991(B)(15); 17:3991(H)].

PROJECT: Albert EINSTEIN CHARTER SCHOOL

The SCHOOL shall maintain records of any tangible items that are purchased with monies from the LOUISIANA CHARTER SCHOOL START-UP LOAN FUND [17:4001], if applicable. Should the SCHOOL cease to operate during the three years of automatic loan repayment, any tangible items purchased under the terms of the Charter School Law will become the property of the STATE OF LOUISIANA if the loan is not fully repaid by virtue of the SCHOOL closing. [17:4001(C)(1)]

(13.d.) School Security

EINSTEIN CHARTER SCHOOL may negotiate with the New Orleans Public Schools District to make available those security services, including but not limited to personnel and or monitoring systems, that it makes available to any or all other comparable schools within its jurisdiction [17:3991(B)(23)].

(13.e.) Compliance

EINSTEIN CHARTER SCHOOL shall be in compliance with the laws, rules, regulations or prohibitions specifically cited in sections of the Charter School Law regarding the following:

- (1) Asbestos detection and abatement [17:3996(A)(3)]
- (2) Building maintenance [17:3996(A)(1)]
- (3) Facility accessibility [17:3996(A)(2)] and Individuals with disabilities [17:3996(C)]
- (4) Fire safety [17:3996(A)(6)]
- (5) Pesticide use and safety [17:3996(A)(5)]
- (6) Safe work environment [17:3996(A)(7)]
- (7) Sanitary code [17:3996(A)(4)]

14. TIMETABLE

March 2004	Submit EINSTEIN CHARTER SCHOOL Proposal
R.S. 17: 3983(3)(a)	to OPSB as Type 1 Charter School, pursuant to R.S. 17:3983(A)(2)(a)(i)
April 2004	Local School Boards; Duties; Compliance [R.S. 17: 3983]
R.S. 17: 3982 (A)(1)	
R.S. 17: 3982 (A)(2)	

PROJECT: Albert EINSTEIN CHARTER SCHOOL

Pending Approval:

- | | |
|-----------------------------------|---|
| September 2004 | Secure Facility Renovation Plan (Hewitt-Washington & Associates or comparable entity))
Sign Building Lease |
| January 2005
(ongoing) | a) Publicize SCHOOL in multimedia advertising campaign
b) Publicize and recruit for faculty and staff positions
c) Plan admissions process |
| June 2005 | a) Begin timely admissions process
a.1.) Distribution of applications
a.2.) Process applications
b) Continue timely admissions process
c) Continue to publicize and recruit faculty and staff
d) Hire faculty and staff
e) Conduct faculty and staff development/induction |
| July 2005 | a) Continue preparation and student recruitment process
b) Continue timely admissions process
c) Continue any remaining faculty and staff recruitment
d) Conduct faculty and staff development/induction
e) Continue faculty and staff activities, as needed
f) Conduct lotteries (K through 8 th grade applicants)
g) Establish acceptance and (waiting) lists
h) Notify applicants of status
i) Parent Orientation(s)
j) Conduct Registration for timely 2005-06 applicants |
| August 2005 | a) Timely application process ends
b) Continue preparation and student recruitment process
c) Initiate late admissions process
d) Continue any remaining faculty and staff recruitment
e) Conduct faculty and staff development/induction
f) Continue faculty and staff activities, as needed |

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- g) Conduct lotteries (K through 8th grade **late** applicants)
- h) Establish **late** acceptance and (waiting) lists, if vacancies
- i) Notify **late** applicants of status
- j) Parent Orientation(s)
- k) Conduct Registration for **late** 2005-06 applicants, if applicable

Continue (a-k) August 2005 above as necessary to fill any vacancies that exist.

August 2005 (anticipated opening) [17:3983(A)(4)(d)]

The **EINSTEIN CHARTER SCHOOL'S** 2005-2006 calendar will coincide with the New Orleans Public Schools District.

15. ADDITIONAL WAIVERS

N/A

16. FINANCES AND BUDGET

R.S. 17: 3995 Charter School Funding

EINSTEIN CHARTER SCHOOL will receive State (MFP formula revenues) and local share of funding through the Orleans Parish School Board. Operation of the SCHOOL, under the auspices of its authorized public chartering agency, (Orleans Parish School Board), will ensure that funding sources will continue to provide funds for operation, once any Federal grant monies expire, contingent upon meeting **CHARTER** criteria.

EINSTEIN CHARTER SCHOOL will receive a per pupil amount each year from the Orleans Parish School Board based on the October first membership count of the SCHOOL [R.S. 17: 3995(A.)(1)].

Pursuant to [R.S. 17: 3995(A.)(1):(a)(b)(i)(ii)(iii)], the per pupil allocation to **EINSTEIN CHARTER SCHOOL** from the Orleans Parish School Board shall be \$2,256,417, based upon a projected enrollment of 350 students as of October 1, 2005.

Pursuant to [R.S. 17: 3995(A.)(5)], within fifteen days of the receipt of any State, local or other funding to which **EINSTEIN CHARTER SCHOOL** is entitled or which came as a result of students enrolled in the SCHOOL, the Orleans Parish School Board shall ensure that those funds are available for use by **EINSTEIN CHARTER SCHOOL**.

Pursuant to [R.S. 17: 3995(A.)(5)(B)], for each pupil enrolled in **EINSTEIN CHARTER SCHOOL** who is entitled to special education services, any State special education funding beyond that provided in the minimum foundation program (MFP) and any Federal funds for special education for that pupil that would have been allocated for that pupil shall be allocated to the **EINSTEIN CHARTER SCHOOL** which the pupil attends. The Orleans Parish School Board is

PROJECT: Albert EINSTEIN CHARTER SCHOOL

ESTIMATED FUNDING FOR EINSTEIN CHARTER SCHOOL:

FY1 (2005-2006):

a. Federal

(PY1: PROJECT: Albert EINSTEIN MATHEMATICS CHARTER SCHOOL) \$ 150,000

b. State

Louisiana Charter School Loan Start-Up Fund \$ 100,000

Louisiana Charter School Demonstration Project Grant \$ 50,000

c. Local (OPSB)

MFP and local revenue based on October 1, 2004 per pupil \$ 2,256,417

d. Other

Liberty Bank and Trust Company (Credit Line Approved 3/4/2004)

(For opening/operational expenses until local funding arrives) \$ 400,000

TOTAL:

\$ 2,956,417

PROJECT: Albert EINSTEIN CHARTER SCHOOL

**ESTIMATED OPERATIONAL EXPENSES (90-day) FOR EINSTEIN
CHARTER SCHOOL PENDING FULL LOCAL FUNDING by ORLEANS
PARISH SCHOOL BOARD
(\$400,000 Funding Assured by Liberty Bank and Trust Company,
Board Action 3/4/2004)**

30 Full time Teachers	\$262,500
6 Full time Paraprofessional Aides	\$ 27,000
2 Full time Custodians	\$ 9,000
1 Full time Secretary	\$ 5,625
.5 Business Manager	\$ 5,000
1 Full time Nurse	\$ 6,500
1 Full time Social Worker	\$ 7,500
Liability	\$ 4,032
Professional Insurance	\$ 1,914
Group Health Insurance	\$ 24,945
Retirement Contributions	\$ 44,277
Workman's Compensation	\$ 1,135
TOTAL:	\$399,428

Business Contributions:

Advertising	\$ 50,000
Printing and Copying	\$ 14,774
Non-consumable Materials	\$ 10,000

PROJECT: Albert EINSTEIN CHARTER SCHOOL ANNUAL OPERATING BUDGET - FORM "A"
FISCAL YEAR 2005-2006

School District: Enter -->	Einstein Charter School Proposed Budget				
ITEM	References		GENERAL FUND BUDGET		
	LAUGH Source/Function Code	AFR Keypunch Code	Proposed	Actual	
Revenues					
Revenues from State Sources-Charter Grant	1000	0004000	\$50,000		
Revenues from State Sources (Other than MFP)--Start up Loan	3000	0008300	\$100,000		
Revenues from MFP (Exclude School Lunch)	3000	0004300	\$2,164,825		
Revenues from MFP (School Lunch Fund)	3000	0004350	\$91,592		
Revenues from Federal Sources	4000	0014900			
Total Revenues		0015000	\$2,408,417	#REF!	
Other Sources of Funds--Private Sector Grants	5000	0051000	\$150,000		
TOTAL REVENUES AND OTHER SOURCES OF FUNDS		none	\$2,558,417	#REF!	
Expenditures					
Instruction:					
Teacher Salaries (see schedule attached 100)	1100	0019000	\$831,500		
Special Education Programs	1200	0021290			
Vocational Educational Programs	1300	0021450			
Other Instructional Programs - Elementary/Secondary	1400	0022000			
Special Programs	1500	0022490			
Adult/Continuing Education Programs	1600	0023800			
Total Instruction		0024180	\$831,500	\$0	
Support Services Programs:					
Pupil Support Services	2100	0027000			
Instructional Staff Services (see schedule attached 200)	2200	0030500	\$187,622		
General Administration	2300	0035500			
School Administration (see schedule attached 300)	2400	0036500	\$70,600		
Business Services (see schedule attached 500)	2500	0037390	\$95,097		
Operation & Maintenance of Plant Services	2600	0041400			
Student Transportation Services	2700	0044100			
Central Services	2800	0047800			
Total Support Services		0047800	\$382,318	\$0	
Operation of Non-Instructional Services:					
Food Service Operations (see schedule attached 600)	3100	0048195	\$394,000		
Enterprise Operations (see schedule attached 700)	3200	0048395	\$50,000		
Community Service Operations	3300	0049200			
Total Operation of Non-Instructional Services		0049250	\$444,000	\$0	
Facility Acquisition & Construction Services (see schedule attached 400)	4000	0049960	\$113,000		
Debt Services	5100	0050850	\$33,334		
Total Expenditures		0050000	\$1,784,153	\$0	
Other Uses of Funds (see schedule attached 800)	5200	0051180	\$70,000		
TOTAL EXPENDITURES AND OTHER USES OF FUNDS		none	\$1,854,153	\$0	
Excess (Deficiency) of Revenues and Other Sources Over Expenditures and Other Uses					
	sub-calculated	0051190	\$684,264	#REF!	
Residual Equity Transfer In		0051192			
Residual Equity Transfer Out**		0051193			
Prior Year Adjustment		0051194			
Balances at Beginning of Year		0051195		\$694,264	
Balances at End of Year	sub-calculated	0051196	\$684,264	#REF!	

PROJECT: Albert EINSTEIN CHARTER SCHOOL

ANNUAL OPERATION BUDGET - FORM "A"

FISCAL YEAR 2006-2007

School District:

Enter ->

Einstein Charter School Proposed Budget

ITEM	References		GENERAL FUND BUDGET	
	LAU-OH Source/Function Code	APR Key Punch Code	Proposed	Actual
Revenues				
Revenues from State Sources-Charter Grant	1000	0004000		
Revenues from State Sources (Other than MFP)--Start up Loan	3000	0008300		
Revenues from MFP (Exclude School Lunch)	3000	0004300	\$2,331,350	
Revenues from MFP (School Lunch Fund)	3000	0004350	\$98,637	
Revenues from Federal Sources	4000	0014900		
Total Revenues		0016000	\$2,429,987	#REF!
Other Sources of Funds--Private Sector Grants	5000	0051000	\$175,000	
TOTAL REVENUES AND OTHER SOURCES OF FUNDS		none	\$2,604,987	#REF!
Expenditures				
Instruction:				
Teacher Salaries (see schedule attached 100)	1100	0019000	\$689,170	
Special Education Programs	1200	0021280		
Vocational Educational Programs	1300	0021450		
Other Instructional Programs - Elementary/Secondary	1400	0022000		
Special Programs	1500	0022480		
Adult/Continuing Education Programs	1800	0023800		
Total Instruction		0024100	\$689,170	\$0
Support Services Programs:				
Pupil Support Services	2100	0027000		
Instructional Staff Services (see schedule attached 200)	2200	0030500	\$213,889	
General Administration	2300	0035500		
School Administration (see schedule attached 300)	2400	0036500	\$78,800	
Business Services (see schedule attached 500)	2500	0037300	\$95,897	
Operation & Maintenance of Plant Services	2600	0041400		
Student Transportation Services	2700	0044100		
Central Services	2800	0047800		
Total Support Services		0047800	\$388,586	\$0
Operation of Non-Instructional Services:				
Food Service Operations (see schedule attached 600)	3100	0048185	\$412,000	
Enterprise Operations (see schedule attached 700)	3200	0048385	\$50,000	
Community Service Operations	3300	0048200		
Total Operation of Non-Instructional Services		0048250	\$462,000	\$0
Facility Acquisition & Construction Services (see schedule att	4000	0049980	\$113,000	
Debt Services	5100	0050850	\$33,334	
Total Expenditures		0050900	\$1,885,000	\$0
Other Uses of Funds (see schedule attached 800)	5200	0051180	\$78,000	
TOTAL EXPENDITURES AND OTHER USES OF FUNDS		none	\$1,964,000	\$0
Excess (Deficiency) of Revenues and Other Sources Over Expenditures and Other Uses		0051180	\$640,987	#REF!
Residual Equity Transfer In		0051182		
Residual Equity Transfer Out**		0051183		
Prior Year Adjustment		0051184		
Balances at Beginning of Year		0051185		\$640,987
Balances at End of Year		0051186	\$640,987	#REF!

PROJECT: Albert EINSTEIN CHARTER SCHOOL ANNUAL OPERATING BUDGET-FORM "A"
FISCAL YEAR 2007-2008

School District:	Einstein Charter School Proposed Budget	FISCAL YEAR 2007-2008		
Enter -->				
ITEM	References		GENERAL FUND BUDGET	
	L.A.U.G.H. Source/Function Code	AFR Keypunch Code	Proposed	Actual
<u>Revenues</u>				
Revenues from State Sources-Charter Grant	1000	0004000		
Revenues from State Sources (Other than MFP)--Start up Loan	3000	0008300		
Revenues from MFP (Exclude School Lunch)	3000	0004300	\$2,497,875	
Revenues from MFP (School Lunch Fund)	3000	0004350	\$105,692	
Revenues from Federal Sources	4000	0014900		
Total Revenues		0015000	\$2,603,557	#REF!
Other Sources of Funds--Private Sector Grants	5000	0051000	\$200,000	
TOTAL REVENUES AND OTHER SOURCES OF FUNDS		none	\$2,803,557	#REF!
<u>Expenditures</u>				
<u>Instruction:</u>				
Teacher Salaries (see schedule attached 100)	1100	0018000	\$951,411	
Special Education Programs	1200	0021200		
Vocational Educational Programs	1300	0021450		
Other Instructional Programs - Elementary/Secondary	1400	0022000		
Special Programs	1500	0022400		
Adult/Continuing Education Programs	1600	0023800		
Total Instruction		0024100	\$951,411	\$0
<u>Support Services Programs:</u>				
Pupil Support Services	2100	0027000		
Instructional Staff Services (see schedule attached 200)	2200	0030500	\$243,833	
General Administration	2300	0035500		
School Administration (see schedule attached 300)	2400	0038500	\$70,600	
Business Services (see schedule attached 500)	2500	0037300	\$95,697	
Operation & Maintenance of Plant Services	2600	0041400		
Student Transportation Services	2700	0044100		
Central Services	2800	0047800		
Total Support Services		0047900	\$418,530	\$0
<u>Operation of Non-Instructional Services:</u>				
Food Service Operations (see schedule attached 600)	3100	0048195	\$129,000	
Enterprise Operations (see schedule attached 700)	3200	0048395	\$50,000	
Community Service Operations	3300	0048200		
Total Operation of Non-Instructional Services		0049250	\$179,000	\$0
Facility Acquisition & Construction Services (see schedule attached 400)	4000	0049800	\$113,000	
Debt Services	5100	0050850	\$33,324	
Total Expenditures		0050900	\$1,995,275	\$0
Other Uses of Funds (see schedule attached 800)	5200	0051100	\$70,000	
TOTAL EXPENDITURES AND OTHER USES OF FUNDS		none	\$2,073,275	\$0
<u>Excess (Deficiency) of Revenues and Other Sources Over Expenditures and Other Uses</u>				
	sub-calculated	0051190	\$730,282	#REF!
Residual Equity Transfer In		0051192		
Residual Equity Transfer Out**		0051193		
Prior Year Adjustment		0051194		
Balances at Beginning of Year		0051195		\$730,282
Balances at End of Year	sub-calculated	0051196	\$730,282	#REF!

PROJECT: Albert EINSTEIN CHARTER SCHOOL

ANNUAL OPERATING BUDGET--FORM "A"

FISCAL YEAR 2008-2009

School District:

Enter -->

Einstein Charter School Proposed Budget

ITEM	References		GENERAL FUND BUDGET	
	L.A.U.G.H. Source/Function Code	AFR Key Punch Code	Proposed	Actual
Revenues				
Revenues from State Sources-Charter Grant	1000	0004000		
Revenues from State Sources (Other than MFP)--Start up Loan	3000	0008300		
Revenues from MFP (Exclude School Lunch)	3000	0004300	\$2,664,400	
Revenues from MFP (School Lunch Fund)	3000	0004350	\$112,728	
Revenues from Federal Sources	4000	0014800		
Total Revenues		0015000	\$2,777,128	#REF!
Other Sources of Funds--Private Sector Grants	5000	0051000	\$225,000	
TOTAL REVENUES AND OTHER SOURCES OF FUNDS		none	\$3,002,128	#REF!
Expenditures				
Instruction:				
Teacher Salaries (see schedule attached 100)	1100	0019000	\$1,018,010	
Special Education Programs	1200	0021290		
Vocational Educational Programs	1300	0021450		
Other Instructional Programs - Elementary/Secondary	1400	0022000		
Special Programs	1500	0022480		
Adult/Continuing Education Programs	1800	0023800		
Total Instruction		0024190	\$1,018,010	\$0
Support Services Programs:				
Pupil Support Services	2100	0027000		
Instructional Staff Services (see schedule attached 200)	2200	0030500	\$243,833	
General Administration	2300	0035500		
School Administration (see schedule attached 300)	2400	0036500	\$78,000	
Business Services (see schedule attached 500)	2500	0037300	\$95,097	
Operation & Maintenance of Plant Services	2600	0041400		
Student Transportation Services	2700	0044100		
Central Services	2800	0047800		
Total Support Services		0047900	\$416,930	\$0
Operation of Non-Instructional Services:				
Food Service Operations (see schedule attached 600)	3100	0048185	\$445,000	
Enterprise Operations (see schedule attached 700)	3200	0048395	\$50,000	
Community Service Operations	3300	0049200		
Total Operation of Non-Instructional Services		0049250	\$495,000	\$0
Facility Acquisition & Construction Services (see schedule att	4000	0048980	\$113,000	
Debt Services	5100	0050850		
Total Expenditures		0050900	\$2,046,940	\$0
Other Uses of Funds (see schedule attached 800)	5200	0051180	\$78,000	
TOTAL EXPENDITURES AND OTHER USES OF FUNDS		none	\$2,124,940	\$0
Excess (Deficiency) of Revenues and Other Sources Over Expenditures and Other Uses	auto-generated	0051190	\$878,588	#REF!
Residual Equity Transfer In		0051192		
Residual Equity Transfer Out**		0051193		
Prior Year Adjustment		0051194		
Balance at Beginning of Year		0051195		\$878,588
Balance at End of Year	auto-generated	0051196	\$878,588	#REF!

PROJECT: Albert EINSTEIN CHARTER SCHOOL

ANNUAL OPERATING BUDGET - FORM "A"

FISCAL YEAR 2009-2010

School District:

Enter -->

Einstein Charter School Proposed Budget

ITEM	References		GENERAL FUND BUDGET	
	LAUGH Source/Function Code	AFR Key Punch Code	Proposed	Actual
Revenues				
Revenues from State Sources-Charter Grant	1000	0004000		
Revenues from State Sources (Other than MFP)-Start up Loan	3000	0008300		
Revenues from MFP (Exclude School Lunch)	3000	0004300	\$2,830,926	
Revenues from MFP (School Lunch Fund)	3000	0004350	\$119,773	
Revenues from Federal Sources	4000	0014800		
Total Revenues		0016000	\$2,850,808	#REF!
Other Sources of Funds-Private Sector Grants	5000	0061000	\$225,000	
TOTAL REVENUES AND OTHER SOURCES OF FUNDS		none	\$3,425,808	#REF!
Expenditures				
Instruction:				
Teacher Salaries (see schedule attached 100)	1100	0019000	\$1,089,271	
Special Education Programs	1200	0021290		
Vocational Educational Programs	1300	0021450		
Other Instructional Programs - Elementary/Secondary	1400	0022000		
Special Programs	1500	0022480		
Adult/Continuing Education Programs	1800	0023800		
Total Instruction		0024100	\$1,089,271	\$0
Support Services Programs:				
Pupil Support Services	2100	0027000		
Instructional Staff Services (see schedule attached 200)	2200	0030500	\$217,970	
General Administration	2300	0035500		
School Administration (see schedule attached 300)	2400	0036500	\$78,800	
Business Services (see schedule attached 500)	2500	0037300	\$95,097	
Operation & Maintenance of Plant Services	2800	0041400		
Student Transportation Services	2700	0044100		
Central Services	2800	0047800		
Total Support Services		0047900	\$462,867	\$0
Operation of Non-Instructional Services:				
Food Service Operations (see schedule attached 600)	3100	0048185	\$463,000	
Enterprise Operations (see schedule attached 700)	3200	0048395	\$50,000	
Community Service Operations	3300	0049200		
Total Operation of Non-Instructional Services		0049250	\$513,000	\$0
Facility Acquisition & Construction Services (see schedule attached 400)	4000	0049880	\$113,000	
Debt Services	5100	0050850		
Total Expenditures		0050900	\$2,167,938	\$0
Other Uses of Funds (see schedule attached 800)	5200	0051180	\$70,000	
TOTAL EXPENDITURES AND OTHER USES OF FUNDS		none	\$2,245,938	\$0
Excess (Deficiency) of Revenues and Other Sources Over Expenditures and Other Uses	auto-calculated	0051190	\$1,179,760	#REF!
Residual Equity Transfer In		0051192		
Residual Equity Transfer Out**		0051193		
Prior Year Adjustment		0051194		
Balances at Beginning of Year		0051195		\$1,179,760
Balances at End of Year	auto-calculated	0051196	\$1,179,760	#REF!

Louisiana Department of Education
Budget Detail

Name of

Eligible Recipient: The Einstein Group, Inc.

Address: 7343 Heather Court

Mailing Address: (same)

City, State, ZIP: New Orleans, LA 70127-1547

Program: **EINSTEIN CHARTER SCHOOL**

Program Fiscal Year: 2005-2006

Project Number:

Submitted by: Romi Gonzalez, III

Telephone #: (504) 366-4844

Source of Funding: Federal State

[illegible]

PROJECT: Albert EINSTEIN CHARTER SCHOOL

**Louisiana Department of Education
Budget Detail**

Name of

Eligible Recipient: The Einstein Group, Inc.

Address: 7343 Heather Court

Mailing Address: (same)

City, State, ZIP: New Orleans, LA 70127-1547

Program: EINSTEIN CHARTER SCHOOL

Program Fiscal Year: 2005-2006

Project Number: _____ 2005-2006

Submitted by: Romi Gonzalez, III

Telephone #: (504) 366-4844

Source of Funding: Federal State

Object Code	Expenditure Category	Amount
270	Group Health Insurance	\$ 66,520.00
230	Retirement Contributions	\$ 118,073.00
260	Workman's Compensation	\$ 3,029.00
200	Employee Benefits	\$ 187,622.00

PROJECT: Albert EINSTEIN CHARTER SCHOOL

Louisiana Department of Education Budget Detail

Name of

Eligible Recipient: The Einstein Group, Inc.

Address: 7343 Heather Court

Mailing Address: (same)

City, State, ZIP: New Orleans, LA 70127-1547

Program: EINSTEIN CHARTER SCHOOL

Program Fiscal Year: 2005-2006

Project Number:

Submitted by: Romi Gonzalez, III

Telephone #: (504) 366-4844

Source of Funding: Federal State

[illegible]

PROJECT: Albert EINSTEIN CHARTER SCHOOL

**Louisiana Department of Education
Budget Detail**

Name of

Eligible Recipient: The Einstein Group, Inc.

Address: 7343 Heather Court

Mailing Address: (same)

City, State, ZIP: New Orleans, LA 70127-1547

Program: EINSTEIN CHARTER SCHOOL

Program Fiscal Year: 2005-2006

Project Number:

Submitted by: Romi Gonzalez, III

Telephone #: (504) 366-4844

Source of Funding: Federal State

Object Code	Expenditure Category	Amount
440	Building Rental	\$ 100,000.00
430	Repair/Maintenance	\$ 5,000.00
410	Utility Services	\$ 8,000.00
400	Total Property Services	\$ 113,000.00

BUDGET PACKAGE

123K

PROJECT: Albert EINSTEIN CHARTER SCHOOL

Louisiana Department of Education
Budget Detail

Name of

Eligible Recipient: The Einstein Group, Inc.

Address: 7343 Heather Court

Mailing Address: (same)

City, State, ZIP: New Orleans, LA 70127-1547

Source of Funding: Federal State

Program: EINSTEIN CHARTER SCHOOL

Program Fiscal Year: _____ 2005-2006

Project Number:

Submitted by: **Romi Gonzalez, III**

Telephone #: (504) 366-4844

Object Code	Expenditure Category	Amount
521	Liability	\$ 16,131.00
522	Property Insurance	\$ 10,000.00
524	Professional Insurance	\$ 7,658.00
529	Other Insurance (Flood)	\$ 10,000.00
530	Phone-Internet Connectivity	\$ 5,000.00
540	Advertising	\$ 15,000.00
550	Printing and Copying	\$ 10,000.00
590	Miscellaneous Services	\$ 20,000.00
500	Other Purchased Services	\$ 95,897.00

**Louisiana Department of Education
Budget Detail**

Name of

Eligible Recipient: The Einstein Group, Inc.

Address: 7343 Heather Court

Mailing Address: (same)

City, State, ZIP: New Orleans, LA 70127-1547

Program: EINSTEIN CHARTER SCHOOL

Program Fiscal Year: 2005-2006

Project Number:

Submitted by: Romi Gonzalez, III

Telephone #: (504) 366-4844

Source of Funding: _____ Federal _____ State

Object Code	Expenditure Category	Amount
610	Materials and Supplies	\$ 90,000.00
621	Natural Gas	\$ 5,000.00
622	Electricity	\$ 25,000.00
631	Food	\$ 220,000.00
640	Books	\$ 54,000.00
600	Supplies Total	\$ 394,000.00

**Louisiana Department of Education
Budget Detail**

Telephone #: (504) 366-4844

Object Code	Expenditure Category	Amount
733	Furniture and Fixtures	\$ 50,000.00
700	Property Total	\$ 50,000.00

PROJECT: Albert EINSTEIN CHARTER SCHOOL

Louisiana Department of Education
Budget Detail

Name of

Eligible Recipient: The Einstein Group, Inc.

Address: 7343 Heather Court

Mailing Address: (same)

City, State, ZIP: New Orleans, LA 70127-1547

Program: EINSTEIN CHARTER SCHOOL

Program Fiscal Year: _____ 2005-2006

Project Number:

Submitted by: Romi Gonzalez, III

Telephone #: (504) 366-4844

Source of Funding: Federal State

Object Code	Expenditure Category	Amount
810	Dues and Fees	\$ 6,000.00
840	Contingency	\$ 60,000.00
890	Miscellaneous Expenditures	\$ 12,000.00
800	Other Objects	\$ 78,000.00

PROJECT: Albert EINSTEIN CHARTER SCHOOL

**Louisiana Department of Education
Budget Detail**

Name of

Eligible Recipient: The Einstein Group, Inc.

Address: 7343 Heather Court

Mailing Address: (same)

City, State, ZIP: New Orleans, LA 70127-1547

Program: EINSTEIN CHARTER SCHOOL

Program Fiscal Year: 2005-2006

Project Number:

Submitted by: Romi Gonzalez, III

Telephone #: (504) 366-4844

Source of Funding: Federal State

Object Code	Expenditure Category	Amount
910	Redemption of Principle	\$ 33,334.00
900	Other use of funds total	\$ 33,334.00

School District:

Enter -->

Einstein Charter School Proposed Budget

PROJECT: Albert EINSTEIN CHARTER SCHOOL

ITEM	References	
	LA.U.G.H. Source/Function Code	AFR Keypunch Code
Revenues		
Revenues from State Sources-Charter Grant	1000	0004000
Revenues from State Sources (Other than MFP)--Start up Loan	3000	0008300
Revenues from MFP (Exclude School Lunch)	3000	0004300
Revenues from MFP (School Lunch Fund)	3000	0004350
Revenues from Federal Sources	4000	0014900
Total Revenues		0015000
Other Sources of Funds--Private Sector Grants	5000	0051000
TOTAL REVENUES AND OTHER SOURCES OF FUNDS		
Expenditures		
<u>Instruction:</u>		
Teacher Salaries (see schedule attached 100)	1100	0019000
Special Education Programs	1200	0021290
Vocational Educational Programs	1300	0021450
Other Instructional Programs - Elementary/Secondary	1400	0022000
Special Programs	1500	0022490
Adult/Continuing Education Programs	1600	0023600
Total Instruction		0023190
<u>Support Services Programs:</u>		
Pupil Support Services	2100	0027000
Instructional Staff Services (see schedule attached 200)	2200	0030500
General Administration	2300	0035500
School Administration (see schedule attached 300)	2400	0036500
Business Services (see schedule attached 500)	2500	0037390
Operation & Maintenance of Plant Services	2600	0041400
Student Transportation Services	2700	0044100
Central Services	2800	0047800
Total Support Services		0047900
<u>Operation of Non-Instructional Services:</u>		
Food Service Operations (see schedule attached 600)	3100	0048195
Enterprise Operations (see schedule attached 700)	3200	0048395
Community Service Operations	3300	0049200
Total Operation of Non-Instructional Services		0049250
Facility Acquisition & Construction Services (see schedule attached 400)	4000	0049960
Debt Services	5100	0050850
Total Expenditures		0050900
Other Uses of Funds (see schedule attached 800)	5200	0051180
TOTAL EXPENDITURES AND OTHER USES OF FUNDS		
Excess (Deficiency) of Revenues and Other Sources Over Expenditures and Other Uses	auto-calculated	0051190
Residual Equity Transfer In		0051192
Residual Equity Transfer Out**		0051193
Prior Year Adjustment		0051194
Balances at Beginning of Year		0051195
Balances at End of Year	auto-calculated	0051196

PROJECT: Albert EINSTEIN CHARTER SCHOOL

References		GENERAL FUND BUDGET	GENERAL FUND BUDGET	GENERAL FUND BUDGET
LAUGH Source/Function Code	AFR Keypunch Code	Proposed 2005-2006	Proposed 2006-2007	Proposed 2007-2008
1000	0004000	\$50,000		
3000	0008300	\$100,000		
3000	0004300	\$2,184,825	\$2,331,350	\$2,497,875
3000	0004350	\$91,592	\$90,837	\$105,682
4000	0014900			
	00015000	\$2,408,417	\$2,429,987	\$2,603,557
5000	0051000	\$150,000	\$175,000	\$200,000
	non983	\$2,658,417	\$2,604,987	\$2,803,557
1100	0019000	\$831,500	\$889,170	\$951,411
1200	0021290			
1300	0021450			
1400	0022000			
1500	0022490			
1600	0023600			
	0024190	\$831,500	\$889,170	\$951,411
2100	0027000			
2200	0030500	\$187,822	\$213,085	\$243,833
2300	0035500			
2400	0036500	\$78,800	\$78,800	\$78,800
2500	0037390	\$95,897	\$95,897	\$95,897
2600	0041400			
2700	0044100			
2800	0047800			
	00047800	\$382,518	\$388,586	\$418,650
3100	0048195	\$394,000	\$412,000	\$429,000
3200	0048395	\$50,000	\$50,000	\$50,000
3300	0049200			
	0049250	\$444,000	\$462,000	\$479,000
4000	0049960	\$113,000	\$113,000	\$113,000
5100	0050850	\$33,334	\$33,334	\$33,334
	0050900	\$1,784,153	\$1,886,090	\$1,995,275
5200	0051180	\$78,000	\$78,000	\$78,000
	non983	\$1,862,153	\$1,964,090	\$2,072,275
	00051180	\$694,264	\$640,897	\$730,282
	0051192			
	0051193			
	0051194			
	0051195			
	0051198	\$694,264	\$640,897	\$730,282

PROJECT: Albert EINSTEIN CHARTER SCHOOL

the local education agency (LEA) for **EINSTEIN CHARTER SCHOOL**, a proposed Type 1 charter school.

Pursuant to [R.S. 17: 3995(A.) (5) (C)], **EINSTEIN CHARTER SCHOOL** is eligible for any other Federal, and restricted and unrestricted State funding for which the SCHOOL or its pupils qualify. The SCHOOL shall receive at a minimum its per pupil share for any State or Federal grant program such as any funding provided for technology, teacher supplies, third grade reading and mathematics, summer school, or other remediation funding, as well as any other State or Federal grant program where funding is distributed on a per pupil basis and the SCHOOL is eligible to receive the funding under the terms of the grant. The Orleans Parish School Board shall ensure that such funds are made available to **EINSTEIN CHARTER SCHOOL** for use no less than fifteen days after the OPSB receives such funding from the State or the Federal government.

Pursuant to [R.S. 17: 3995(A.) (5) (D)], **EINSTEIN CHARTER SCHOOL** may solicit, accept, and administer donations or any other financial assistance in the form of money, grants, property, loans, or personal services for educational purposes from any public or private person, corporation, or agency and comply with rules and regulations governing grants from the Federal government or from any other person or agency, which are not in contravention of the constitution or any other law.

Pursuant to [R.S. 17: 3995(A.) (5) (G)], **EINSTEIN CHARTER SCHOOL**, created as a Type 1 (new SCHOOL) shall receive for each student based on average daily membership in the SCHOOL for the first five years of its existence, an amount equaling the average per student budgeted amount for each of those five years by the District in which the SCHOOL is located (New Orleans Public Schools District) for facility acquisition and construction services, to the extent that such funds are appropriated by the legislature.

Pursuant to [17: 4001(A.); (C) (2)], **EINSTEIN CHARTER SCHOOL**, as a Type 1 charter school and contingent upon Orleans Parish School Board charter approval, is eligible to apply for Louisiana Charter School Start-Up Loan Fund no-interest loan monies which shall not exceed one hundred thousand dollars (\$100,000) and is repayable annually in three years.

Prior to charter approval (i.e., pre-charter) by the Orleans Parish School Board and according to the LOUISIANA CHARTER SCHOOL DEMONSTRATION PROJECT, funded by a grant from the United States Department of Education through the Elementary and Secondary Education Act of 1965 as amended for supporting charter school development, The Einstein Group, Inc. is eligible to apply to the Louisiana State Board of Elementary and Secondary Education (BESE) for available monies.

ESTIMATED FUNDING FOR EINSTEIN CHARTER SCHOOL:

FY1 (2005-2006):

a. Federal

(PY1: PROJECT: Albert EINSTEIN MATHEMATICS CHARTER SCHOOL)	\$ 150,000
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b. State

Louisiana Charter School Loan Start-Up Fund	\$ 100,000
Louisiana Charter School Demonstration Project Grant	\$ 50,000

PROJECT: Albert EINSTEIN CHARTER SCHOOL

c. Local (OPSB)

MFP and local revenue based on October 1, 2005 per pupil

(350 is the minimum number of students in enrollment range) \$ 2,256,417

d. Other

Liberty Bank and Trust Company (Credit Line Approved 3/4/2004)

(For opening/operational expenses until local funding arrives) \$ 400,000

TOTAL: \$ 2,956,417

**ESTIMATED OPERATIONAL EXPENSES (90-day) FOR EINSTEIN CHARTER SCHOOL PENDING FULL
LOCAL FUNDING by ORLEANS PARISH SCHOOL BOARD
(\$400,000 Funding Assured by Liberty Bank and Trust Company, Board Action 3/4/2004)**

30 Full time Teachers	\$262,500
6 Full time Paraprofessional Aides	\$ 27,000
2 Full time Custodians	\$ 9,000
1 Full time Secretary	\$ 5,625
.5 Business Manager	\$ 5,000
1 Full time Nurse	\$ 6,500
1 Full time Social Worker	\$ 7,500
Liability	\$ 4,032
Professional Insurance	\$ 1,914
Group Health Insurance	\$ 24,945
Retirement Contributions	\$ 44,277
Workman's Compensation	\$ 1,135
TOTAL:	\$399,428

Business Contributions:

Advertising	\$ 50,000
Printing and Copying	\$ 14,774
Non-consummable Materials	\$ 10,000

PROJECT: Albert EINSTEIN CHARTER SCHOOL

(16.a.) Accounting Practices

EINSTEIN CHARTER SCHOOL will maintain financial records in accordance with the Generally Accepted Accounting Principles (GAAP). The concepts of accounting under the GAAP refer to maintaining accounting records of SCHOOL activities through the use of specific funds: governmental (general fund, special fund, capital projects fund, and debt service), proprietary and fiduciary. Not all of these funds may apply to a charter school that is more limited in its scope. [17:3981(A)(2); 17:3981(A)(4); 17:3991(B)(16)]

(16.b.) Cash Flow and

(16.c.) Sufficiency of Financial and Accounting Plan

As required by the Government Accounting Standards Board, **EINSTEIN CHARTER SCHOOL'S** financial reports will be used primarily as follows:

- (1) Compare actual financial results with the legally adopted budget
- (2) Assess the SCHOOL'S financial condition and results of operation
- (3) Assist in determining compliance with finance-related laws, rules, and regulations
- (4) Assist in evaluating efficiency and effectiveness

A monthly balance sheet will be prepared, in addition to statements of revenue, expenditures, and a statement of changes in fund balance. The Louisiana Accounting and Uniform Government Handbook will be the guide for program cost accounting. Uniformity of accounting records will make the SCHOOL'S financial data more meaningful at local, state, and federal levels.

(1) FINANCIAL CYCLES

The accounting cycle will be established according to a logical sequence of the accounting procedures used during the fiscal period.

A. ACCOUNTING CYCLE

1. Accounting Personnel

PROJECT: Albert EINSTEIN CHARTER SCHOOL

(1.a.) School Business Manager

A .5 School Business Manager Position, which may be contracted by **EINSTEIN CHARTER SCHOOL** with District, shall be employed to comply with Charter School Law as it relates to well-structured accounting and financial practices, managing cash flow, and a financial plan that is sufficient to permit governmental audit [17:3981(A)(2); 17:3981(A)(4); 17:3982(A)(1); 17:3983(A)(4)(b); 17:3991(B)(5); 17:3991(B)(16); 17:3992(C)(3); 17:3996(F)]. The School Business Manager shall manage a computer-based accounting/financial reporting system for maintaining an accurate record of revenue and expenditures and any other business transactions relating to the school. [17:3995(A); 17:3995(C)]

The School Business Manager responsibilities include:

- (1) Enter all transactions in the appropriate journals;
- (2) Post transactions from journals to appropriate ledgers;
- (3) Take an adjusted trial balance;
- (4) Prepare adjusting journal entries and post to the ledger(s);
- (5) Take a trial balance after adjusting;
- (6) Prepare financial statements from second trial balance;
- (7) Prepare closing journal entries and post to ledger;
- (8) Take a trial balance after closing.

(1.b.) Certified Public Accountant

A CPA, hired contractually by **EINSTEIN CHARTER SCHOOL**, will establish and monitor accounting procedures for the SCHOOL and insure the overall integrity of the system on a routine basis. The CPA will perform all operational reviews and internal audits for the SCHOOL.

The CPA responsibilities include:

- (1) Consider internal control;
- (2) Evaluate whether transactions are properly recorded in conformity with GAAP;
- (3) Reconcile detailed records and data with general ledger;
- (4) Confirm and observe;
- (5) Confirm accuracy of business manager's posting from journals to ledgers;

PROJECT: Albert EINSTEIN CHARTER SCHOOL

- (6) Compare beginning balances in account with ending balance from previous period;
- (7) Evaluate for proper authorization of expenditures;
- (8) Examine source documentation for expenditures and authorizations;
- (9) Evaluate significant accounts and events for adequate disclosure;
- (10) Test for adequate disclosure;
- (11) Test for interrelationship between accounts and expenditures;
- (12) Recalculate significant figures.

2. Imprest Account

These funds will be separated from other cash sources. Cash in the petty cash fund plus receipts for payments from the fund should equal the imprest total. When the cash balance becomes small, the fund will receive a reimbursement from the general cash account.

3. Bank Reconciliation (Monthly)

The monthly bank reconciliation will verify that the cash balance per the general ledger conforms with the bank statement.

With regard to the Bank Reconciliation (Monthly), continued responsibilities of the CPA include:

- (13) Verify the reconciliation's accuracy;
- (14) Trace the balance per the books to the general ledger account;
- (15) Examine documents (as appropriate) in support of the reconciliation.

4. Collection of Cash Receipts

General incoming mail addressed to the attention of the administrative unit of **EINSTEIN CHARTER SCHOOL** shall be opened by the **LEAD TEACHER**, the **LEADERSHIP TEAM DESIGNEE**, or the **SCHOOL Clerk/Secretary**. **The Clerk/Secretary shall not have access to the accounts receivable ledger.** The receipts will be listed in detail with one copy for the School Business

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Manager to prepare a bank deposit and record the receipt, and the another copy for the **LEAD TEACHER /LEADERSHIP TEAM DESIGNEE** who compares the checks with the deposit ticket prior to depositing.

B. EXPENDITURES CYCLE

EINSTEIN CHARTER SCHOOL will provide copies of any or all required form(s) that must be completed regarding the following: (1) An employee's request for reimbursement for purchased, eligible items or (2) An employee's request to obtain (a) purchase requisition form(s) for eligible materials.

To ensure (1) reimbursement, the appropriate funds must be available and the following conditions apply: (1) The employee must present original copies of the expenditure; (2) The purchase(s) must be classified as eligible for reimbursement, and; (3) The appropriate form(s) must indicate approval by signature of the **LEAD TEACHER** or the **LEADERSHIP TEAM DESIGNEE**.

For all financial decisions and/or financial transactions, one member of the LEADERSHIP TEAM is designated as the LEADERSHIP TEAM DESIGNEE. Both the signature of the Board President of The Einstein group, Inc. AND the LEAD TEACHER are required on all checks paid on the account of "EINSTEIN CHARTER SCHOOL."

To obtain a purchase requisition form for materials for which a SCHOOL employee intends to apply for reimbursement, the following condition must be met: (1) The appropriate form(s) must be completed by the employee and submitted to the School Business Manager. (2) The School Business Manager will review the form, date it received, and submit it for approval to the **LEAD TEACHER** or **LEADERSHIP TEAM DESIGNEE**. If approved (by signature of **LEAD TEACHER** or **LEADERSHIP TEAM DESIGNEE**) according to (1) the availability of funds and (2) eligibility of materials, the purchase requisition form(s) will be given to the employee.

Requisition forms must be typed and are the responsibility of the individual who requests the purchase. Typed requisition forms must bear the signature of the **LEAD TEACHER** or the **LEADERSHIP TEAM DESIGNEE**. The School Business Manager shall then submit the purchase order to the suggested vendor.

Upon receipt of delivered materials addressed to a particular employee, the employee is responsible for checking the order and matching descriptions with the shipping document and the purchase order. The employee is responsible for notifying the School Business Manager of any discrepancies. The School Business Manager will match copies of (the) purchase order(s) with vendor invoices. Upon review, the School Business Manager will prepare the check(s) for appropriate signature and mail to appropriate vendor(s).

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Authorization by the **BOARD PRESIDENT** and the **LEAD TEACHER** shall be required for all of the following:

- (1) Reimbursement(s) for the purchase of eligible materials by **SCHOOL** employees
- (2) Requisition Forms/Purchase Orders
- (3) Vendor payments
- (4) All payments

C. PAYROLL CYCLE

1. Pay Authorization

The **Einstein Group, Inc.** shall hire employees for the **SCHOOL**. The **LEAD TEACHER** and the **LEADERSHIP TEAM DESIGNEE** shall maintain **SCHOOL** employees' personnel records containing hire date, salary, position, and any other information that the governing board and the **Leadership Team** consider relevant and is in compliance with state and federal law, rules, regulations and prohibitions.

2. Time Keeping and Cost Accounting

Faculty members' base pay will be calculated on the basis of a 7-hour daily rate according to the appropriate Teacher Salary Schedule. Base pay for **LEADERSHIP TEAM MEMBERS** will be calculated for an 8-hour day according to the Teacher Salary Schedule.

3. Payroll Supervision

The **SCHOOL** will adhere to the payroll cycle and documents of its parish or city school district of location. All payroll data will be approved by the **LEAD TEACHER**, or in the absence of the **LEAD TEACHER**, the **LEADERSHIP TEAM DESIGNEE**.

4. Payroll Checks

SCHOOL employees shall be paid (receive their payroll check(s)) according to the District payroll cycle of its location. The School Clerk shall maintain records of paycheck distribution. All employees are required to sign for receipt of their checks at all times. In the event of incorrect information or discrepancies on employees' checks, the employee should notify the School Clerk to determine the source of any error(s). The **SCHOOL** shall work toward immediate correction of any payroll discrepancies at the appropriate level(s) to ensure that employees are paid correctly and on time.

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(16.d.) PROPERTY, PLANT AND EQUIPMENT CYCLE

(16.d.1.) Acquisition

Requisition form(s) for acquisitions must be approved by the **LEAD TEACHER or LEADERSHIP TEAM DESIGNEE** according to the established procedure. (See 2. Expenditures Cycle in this section.)

(16.d.2.) Subsidiary Ledger

Detailed information concerning the SCHOOL'S assets will be kept in a subsidiary ledger. Information on each asset's description, identification number, location, acquisition date, cost, and origination (local, state, and federal public funds; private funds). **EINSTEIN CHARTER SCHOOL** assures the maintenance of accurate records of property owned by it and the source(s) of funding. [17:3991(H)]

EINSTEIN CHARTER SCHOOL will adhere to the applicable provisions of State law regarding public bids and audits. Notwithstanding any other provision of law to the contrary, **EINSTEIN CHARTER SCHOOL**, established and operated in accordance with the provisions of [R.S. 17:3996], shall be subject to and comply with appropriate financial audits in accordance with R.S. 24:513, et. Seq. [R.S. 17:3996(B)(19); 17:3996(F)]

EINSTEIN CHARTER SCHOOL shall comply with reporting requirements that are necessary to enable the chartering authority, identified as the Orleans Parish School Board, to meet reporting requirements under applicable state and federal law.

If **EINSTEIN CHARTER SCHOOL** fails to open and serve pupils, all public money allocated for the SCHOOL shall revert to the SCHOOL'S funding source, as appropriate. [17:3995(E)]

(16.d.3.) Disposition

An asset retirement form will be used to document and authorize the retirement of (an) asset(s). Pertinent information from this form will be recorded in the subsidiary ledger.

(16.e.) Amended Budgets

The basis of accounting must be on a modified accrual basis, in which revenues are recognized when they become both measurable and available [17:3995(A)(5); 17:3995(C)], and expenditures are recognized at the point at which they are incurred. Amended budgets shall be submitted to the OPSB for approval if changes amount to more than 5%.

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(16.f.) Financial Plan Assumptions

(16.f.1.) Loans and Available Monies

R.S. 17: 3995 Charter School Funding

EINSTEIN MATHEMATICS CHARTER SCHOOL will receive its State (MFP formula revenues) and local share of funding through the Orleans Parish School Board. Operation of the SCHOOL, under the auspices of its authorized public chartering agency, the Orleans Parish School Board, will ensure that its funding sources will continue to provide funds for operation, once any Federal grant monies expire, contingent upon meeting its CHARTER criteria.

EINSTEIN CHARTER SCHOOL shall receive a per pupil amount each year from the Orleans Parish School Board based on the October first membership count of the SCHOOL [R.S. 17: 3995(A.)(1)].

Pursuant to [R.S. 17: 3995(A.)(1):(a)(b)(i)(ii)(iii)], the per pupil allocation to **EINSTEIN CHARTER SCHOOL** from the Orleans Parish School Board shall be \$2,256,417, based upon a projected enrollment of 350 students as of October 1, 2004.

Pursuant to [R.S. 17: 3995(A.)(5)], within fifteen days of the receipt of any State, local or other funding to which **EINSTEIN CHARTER SCHOOL** is entitled or which came as a result of students enrolled in the SCHOOL, the Orleans Parish School Board shall ensure that those funds are available for use by **EINSTEIN CHARTER SCHOOL**.

Pursuant to [R.S. 17: 3995(A.)(5)(B)], for each pupil enrolled in **EINSTEIN CHARTER SCHOOL** who is entitled to special education services, any State special education funding beyond that provided in the minimum foundation program (MFP) and any Federal funds for special education for that pupil that would have been allocated for that pupil shall be allocated to the **EINSTEIN CHARTER SCHOOL** which the pupil attends. The Orleans Parish School Board is the local education agency (LEA) for **EINSTEIN CHARTER SCHOOL**, a proposed Type 1 charter school.

Pursuant to [R.S. 17: 3995(A.)(5)(C)], **EINSTEIN CHARTER SCHOOL** is eligible for any other Federal, restricted State, and unrestricted State funding for which the SCHOOL or its pupils qualify. The SCHOOL shall receive at a minimum its per pupil share for any State or Federal grant program such as any funding provided for technology, teacher supplies, third grade reading and mathematics, summer school, or other remediation funding, as well as any other State or Federal grant program where funding is distributed on a per pupil basis and the SCHOOL is eligible to receive the funding under the terms of the grant. The Orleans Parish School Board shall ensure that such funds are made available to **EINSTEIN CHARTER SCHOOL** for use no less than fifteen days after the OPSB receives such funding from the State or the Federal government.

Pursuant to [R.S. 17: 3995(A.)(5)(D)], **EINSTEIN CHARTER SCHOOL** may solicit, accept, and administer donations or any other financial assistance in the form of money, grants, property, loans, or personal services for educational purposes from any public or private person, corporation, or agency and comply with rules and regulations governing grants from the Federal government or from any other person or agency, which are not in contravention of the constitution or any other law.

Pursuant to [R.S. 17: 3995(A.)(5)(G)], **EINSTEIN CHARTER SCHOOL**, created as a Type 1 (new SCHOOL) shall receive for each student based on average daily membership in the SCHOOL for the first five years of its existence, an amount equaling the average per student

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budgeted amount for each of those five years by the District in which the SCHOOL is located (New Orleans Public Schools District) for facility acquisition and construction services, to the extent that such funds are appropriated by the legislature.

Pursuant to [17: 4001 (A.); (C) (2)], **EINSTEIN CHARTER SCHOOL**, as a Type 1 charter school and contingent upon Orleans Parish School Board charter approval, is eligible to apply for Louisiana Charter School Start-Up Loan Fund no-interest loan monies which shall not exceed one hundred thousand dollars (\$100,000) and is repayable annually in three years.

Prior to charter approval (i.e., pre-charter) by the Orleans Parish School Board and according to the LOUISIANA CHARTER SCHOOL DEMONSTRATION PROJECT, funded by a grant from the United States Department of Education through the Elementary and Secondary Education Act of 1965 as amended for supporting charter school development, The Einstein Group, Inc. is eligible to apply to the Louisiana State Board of Elementary and Secondary Education (BESE) for available grant monies.

ESTIMATED FUNDING FOR EINSTEIN CHARTER SCHOOL:

FY1 (2005-2006):

a. Federal

(PY1: PROJECT: Albert EINSTEIN MATHEMATICS CHARTER SCHOOL) \$ 150,000

b. State

Louisiana Charter School Loan Start-Up Fund \$ 100,000

Louisiana Charter School Demonstration Project Grant \$ 50,000

c. Local (OPSB)

MFP and local revenue based on October 1, 2004 per pupil
(350 is the minimum number in range of enrollment projection) \$ 2,256,417

d. Other

Liberty Bank and Trust Company (Credit Line Approved 3/4/2004)
(For opening/operational expenses until local funding arrives) \$ 400,000

TOTAL: \$ 2,956,417

(16.g.) Compliance

EINSTEIN CHARTER SCHOOL shall not charge any pupil any tuition for the purpose of attendance at the **SCHOOL**. [17:3991(E)(3)]

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17. INSURANCE AND LIABILITY

(17.a.) Types and Amount

(17.a.1) Facility and Building Contents

(See also I.D Project Budget Packet for dollar amounts.)

EINSTEIN CHARTER SCHOOL will obtain and maintain a building contents coverage policy and determine other appropriate limits and coverage based upon negotiations with the entity owning (the Industrial Development Board of the City of New Orleans Louisiana, Inc. and administering (same entity) the SCHOOL facility, as the SCHOOL enters into a lease agreement with same entity.

(17.a.2.) LEADERSHIP TEAM and Employee Liability

The liability insurance policy for the SCHOOL will secure coverage for employment-related practices by specifically providing for (1) **SCHOOL employees**, including but not limited to each member of the **Leadership Team** (a/k/a **the Leadership Team**) (2) and **The Einstein Group, Inc.** Board for \$ 1,000,000.00 for each occurrence.